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SUPERINTENDENT OF PUBLIC INSTRUCTION

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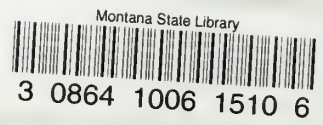
HARRIET MILLER

Superintendent

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HARRIET MILLER

Superintendent



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THE ROBERT G. SANDO MEMORIAL AWARD

In recognition of the contribution which Robert G. Sando made to education and in loving memory of his valued friendship, the staff of the Department of Public Instruction, on the first anniversary of his death, established the Robert G. Sando Memorial Award.

The award, represented by an engraved plaque, will be designated annually for the outstanding student in elementary education at Eastern Montana College of Education, beginning with a 1962 graduate.

In Memoriam



ROBERT G. SANDO

1917-1961

Montana's First Elementary School Supervisor (1958-1961)

LETTER OF TRANSMITTAL

Helena, Montana
December 1, 1962

The Honorable Tim Babcock
Governor of Montana
The Capitol
Helena, Montana

Dear Governor Babcock:

In compliance with Section 75-1309 of the Revised Codes of Montana, 1947, I have the honor of submitting to you the biennial report of the Superintendent of Public Instruction.

Respectfully,

HARRIET MILLER

Superintendent of
Public Instruction

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RECOMMENDATIONS CONCERNING EDUCATION IN MONTANA

By HARRIET MILLER

Superintendent of Public Instruction

Section 75-1309, R.C.M., 1947, which prescribes the contents of the biennial report of the Superintendent of Public Instruction, includes "such general matters, information, and recommendations relating to the educational interest of the state as he may deem important."

I deem important the matters to be listed here. Therefore, for the good of Montana education, I recommend:

1. That immediate action be taken to ease the financing problems of Montana schools by providing:

- a. More state aid to schools;**
- b. Greater equalization of school costs;**
- c. Increased power for local school boards to provide basic minimum essentials for education, i.e. an adequate guaranteed minimum budget;**
- d. Automatic adjustment to compensate for inflation.**

Details and background may be found in Appendix IV of this Report, to which the reader is referred.

Public recognition is needed of the fact that, despite the best efforts to achieve economy in school operation, increasing enrollments and continuing inflation constantly force school costs upward.

The choice is not whether to pay for schools, but how. One of the major goals of the citizens' committees in developing the 1949 Foundation Program was to insure the fair sharing of school costs between state and local levels.

As the Foundation Program has been allowed to depart from its original purposes, the effects have included the shifting of greater responsibility to the local property owner, as well as departure from the equalization principle and reduction in the minimum standard established for education.

Montana would do well to return the Foundation Program to its 1949 principles and support level, as a starting point for further progress toward the goal of a guaranteed adequate standard of education for every Montana pupil, equitably financed.

Then, to insure that this level of school support in the future may be at least maintained in terms of then-current educational purchasing power, an automatic adjustment formula should be incorporated into the program to compensate for inflation. Such an adjustment formula, based on an objective index of educational inflation, not only would serve to guarantee that the school support level would be kept responsive to the purchasing power of the school dollar, but would accomplish this objective automatically, without necessitating biennial legislation for across-the-board increases in the Foundation Program schedule.

2. That efforts be renewed to derive more revenue for schools from state lands.

Leases on state lands should be analyzed objectively in comparison with leases on comparable, non-state-owned lands, and adjustments made in rental rates. Rates should be subjected to continuing review to insure maximum revenue yield. In addition, the State Board of Land Commissioners should be provided with staff adequate for more thorough enforcement of the terms of all types of leases. Studies should be made of the comparable long-range benefits to schools of retaining tax-exempt lands leased at low rates vs. selling of such lands (resulting in increasing the local tax base) and investing the proceeds as other moneys of the Permanent School Fund are invested.

3. That technicalities contributing to general school financing difficulties be corrected.

Among the technical matters adding to school financing difficulties are the legal requirements for basing the minimum budget for the coming year on the enrollment of the previous year, and

the meeting of the school district's non-discretionary obligation for social security payments from the general operating budget, the total of which is discretionary with the voters of the school district.

Adequate provision should be permitted for budgeting for the entire enrollment of the year to which the school budget applies; similarly, adequate provision should be made for mandatory financing of the mandatory social security obligation.

4. That the statutes governing school finance be thoroughly reviewed and revised with the objectives of simplifying operations, bringing procedures up to date, and eliminating conflicts which have resulted from piecemeal adoption of laws relating to school finance.

The multiplicity of school funds, budgets, tax levies, accounts and financial reports required by present laws is out of keeping with operational reality. School officials at every level are unduly burdened with detail which, while prescribed by present laws, could be reduced, simplified, and in some instances eliminated by corrective legislation, without lessening the safeguards set up for public moneys.

Montana would do well to review the experience of other states where school finance is simplified to the point of having only two school district funds—a fund for all operational costs and a fund for major capital outlay. Now, Montana school districts have as many as ten operating funds plus a building fund. The establishment of a single operating fund for Montana school districts could be of great benefit in solving such problems as lack of a legal reserve in any but the General Fund and Bus Depreciation Fund, necessitating extra-legal “borrowing” between funds and fostering disregard for the separation of moneys derived from different tax sources, as required by law.

A general revision is needed immediately, of statutes dealing with budget and tax levy procedures, to clarify the intent of existing laws and eliminate conflicts of laws, both with other laws and with long-established procedures.

5. That the statutes dealing with emergency budgets for school districts be amended to provide for bona fide emergencies not now included, to provide specifically for the adoption of emergency

budgets for any of the regular, budgeted funds of the district, and to provide for state participation in the financing of emergency budgets necessitated by increased enrollment.

Emergency budget laws have not been revised to keep pace with changing needs or with changing methods of school financing. As a result, a school district today can be faced with a true emergency situation not contemplated by statutes enacted thirty years ago, and not covered adequately by these statutes.

Montana no longer has a static population; the unexpected is occurring with increasing frequency. School districts must be enabled to meet new and sudden problems, whatever those problems may be. A broadening of the emergency budget laws is urgently needed.

6. That the school transportation program, statewide, be reviewed in light of present needs, problems, adequacy of financing procedures, and the experience of other states in simplifying provisions for state aid for transportation.

While comprehensive recommendations should be made only after a thorough study, immediate action by the Legislature is imperative to provide relief for school districts in the matter of financing transportation by amending the present law (Section 75-3414, R.C.M., 1947) which governs the school district tax levy for transportation. The amendment should permit a district to carry over into the next fiscal year sufficient cash to meet its obligations in the period before receipt of tax revenues or county or state reimbursement. In view of operational realities, this change is urgently needed.

7. That provision be made for school districts which cease to operate a school to budget and account for district expenditures and revenues from a single fund during the period of non-operation.

Specific provision also needs to be made for the financial procedures of districts which have budgeted for school operation, but which in the course of the budgeted period find it necessary to close (or not open) the school budgeted for. Such non-operating districts should be enabled to simplify their financial procedures.

8. That statutes pertaining to kindergartens operated by school districts be clarified, particularly with respect to financial support.

9. That the statutory tuition rates be reviewed with the objective of more adequately compensating the educating district for the cost of services provided pupils who are not residents of the district. The review should include tuition rates at vocational centers and junior colleges.

10. That the Legislature continue to permit local school boards to exercise the right to apply for and receive federal funds under the National Defense Education Act, by continuing to provide the administrative funds necessary for Montana to meet requirements for NDEA participation.

11. That provisions for special education be reviewed and that positive action be taken to provide, now, a more adequate educational program for Montana's exceptional children.

While a start has been made, most of the children in Montana who need special education are still lacking opportunities for education designed to develop their individual abilities.

Immediately, funds are needed to provide adequate psychological testing services for school districts throughout the state, including specifically the services of traveling psychologists.

Provision is needed for more adequate financing of special education programs, especially for their establishment and first year's operation.

Tuition provisions should be amended to insure equitable compensation to the school district with a special class serving the children of other districts.

Existing statutes should be clarified with respect to mandatory requirements for special education offerings.

School districts should be authorized to operate classes for the trainable mentally retarded, at the discretion of the board of trustees.

Efforts must be continued and expanded to insure an adequate supply of qualified teachers of educable and trainable mentally retarded children.

12. That positive action be taken to accelerate the rate of voluntary consolidation of school districts.

Major obstacles to voluntary consolidation at present are the multiplicity of laws and procedures pertaining to consolidation.

Under present statutes, there are different procedures for at least seventeen types of changes in school district boundaries. The types of change are inadequately defined to the point that it is extremely difficult for local officials to determine, from the law, which type of change corresponds with their intended plan, and which procedures to follow. Because of these ambiguities, local efforts to consolidate frequently are blocked by technicalities, such as those resulting from proceeding under the wrong statute.

It would be extremely helpful to school district officials and residents, wishing to consolidate, if a single, clear-cut procedure were outlined in the law. Such simplification would encourage local people to take action where they have hesitated because of uncertainty. Simplification could be expected to accelerate the rate of voluntary consolidation by removing existing obstacles.

It is recommended that the Legislature give thoughtful consideration to the adoption of uniform procedures for changes in school district boundaries, eliminating the multiplicity and ambiguity of present laws, so that voluntary consolidation may be expedited. It is also recommended that, in order to encourage voluntary consolidation of school districts, the Legislature consider providing financial incentives to newly-consolidated districts formed under conditions other than those which make consolidation mandatory.

13. That conflicts in the laws be eliminated with respect to situations requiring approval of the attendance of pupils at schools located in districts other than the district of residence.

14. That more specific criteria be established and additional methods be developed with respect to the classification of schools as "isolated."

The provisions of Section 75-3617, R.C.M., 1947, are too broad and indefinite to serve the purpose for which they were intended, with the result that nearly every one-teacher school in Montana is classified as "isolated" for Foundation Program purposes.

15. That conflicts and ambiguities be eliminated from the statutes governing high school establishment and operation, and that clear authority be delineated for the board of trustees responsible for the high school program, in keeping with established practical operation and budget laws.

16. That the Legislature remove the \$6,000 ceiling on teachers' salaries for retirement system purposes.

No salary ceiling applies to the Public Employees' Retirement System, and it is inequitable that a ceiling exists under the Teachers' Retirement System.

17. That out-of-state businesses offering educational courses to Montana residents, soliciting trade from Montana residents, and/or accepting fees from Montana residents be required to hold a license, to be issued by the State Board of Education to commercially - operated, out - of - state schools meeting established requirements.

18. That the State Curriculum Committee and its subcommittees continue their work in curriculum development.

Since 1957, tremendous strides have been made toward the goal of bringing Montana's course of study, then twenty years old, up to date. The extent of present accomplishments is reviewed in the Activities section of this Report. Work now in progress will result in additional tentative course guides later this year.

Because funds have not been made available for the specific purposes of curriculum work, progress has been less rapid than is desirable. Nevertheless, the teachers, administrators and staff members of the university system and Department of Public Instruction who serve on the curriculum committees have demonstrated their determination to go ahead with this task—one of the most vital activities in education today.

These volunteer workers deserve the gratitude and commendation of the people of Montana. Recognition is also due the local school boards and administrators who have cooperated by making it possible for their teachers to participate in the work of these committees.

19. That the Teacher Supply Committee continue its work in the direction of improving teacher education with a view to further strengthening subject area preparation.

20. That at least a basic minimum of guidance instruction be included in the education of all teachers trained in Montana. The shortage of fully-trained guidance personnel for Montana schools is expected to continue, due to many factors including the acute nation-wide shortage. For this

reason, and because it is recognized that pupils seek guidance from their classroom teachers, it is recommended that every classroom teacher be equipped with a sound knowledge of basic principles of guidance and counseling.

21. That adequate opportunities be provided for Montana youth and adults to prepare for technical vocations and trades.

With increasing need for such training in and beyond the high school, funds are required to establish facilities for providing up-to-date instruction in the variety of subjects essential to an adequate, modern vocational program.

22. That the Legislature appropriate the matching funds necessary to permit Montanans to obtain the benefits available under the Manpower Development and Training Act.

23. That Montana extend and increase its participation in the program of the Western Interstate Commission for Higher Education as a means of providing more educational opportunities for Montana youth in the fields of medicine, dentistry and veterinary medicine.

24. That further steps be taken to bring to Montana schools the benefits of televised instruction.

The Report of the State Superintendent's Educational Television Committee offers a positive guide for action to bring educational television to schools throughout Montana.

The next necessary step is the development of engineering and educational specifications, prior to the construction of facilities and the provision of curricular offerings.

To continue progress, adequate funds should be appropriated for the Superintendent of Public Instruction to finance the necessary engineering work and the development of an educational pilot program, with the goal of providing for regular televised instruction.

25. That the Legislature recognize the vast changes which, with passing years, have taken place in the duties of the Office of County Superintendent of Schools, and act to better provide for carrying out the vital responsibilities which these 56 offices have for the financial operation of Montana schools, an enterprise now approaching a \$100-million-a-year business.

Other states have found it advisable to provide state aid for the Office of County Superintendent, in the form of direct grants for the salaries of county superintendents and staff. It is urgently recommended that the Legislature make a careful review of the duties and responsibilities which it has placed with county superintendents, and, in light of the millions of dollars of school funds involved annually, provide for adequate assistance for their vitally-important offices.

It should be recognized that the salaries of these officials are such that taxpayers no longer can expect to obtain and keep the services of men and women adequately trained both in school administration and financial matters. It should be recognized that few Boards of County Commissioners make adequate provision for competent help for county superintendents. It should be recognized that county superintendents are, in some instances, required to perform their extensive school finance operations without even such basic office equipment as an adding machine or typewriter. It should be recognized further that, in every county, the budgets of all schools are the ultimate responsibility of the County Superintendent and that errors in this office can result in disastrous consequences to the schools, such as withheld local revenues due to protested taxes or ineligibility for state financial aid.

On the whole, Montana's county superintendents have been doing a remarkable job of coping with the responsibilities heaped upon them by successive sessions of the Legislature; examples of failure, however, are frequent enough and drastic enough to warrant immediate recognition of the plight of these offices, with accompanying action to provide assistance without delay.

26. That the staff of the Superintendent of Public Instruction be augmented to the degree necessary to carry out all the duties and responsibilities devolving by statute on the Superintendent of Public Instruction.

That, for this purpose, the following minimum of positions be authorized and/or financially provided for by the 1963 Legislature:

A. A Supervisor of Health and Physical Education, to permit compliance with Section 75-2010, R.C.M., 1947. The Superintendent of Public Instruction is presently required by law to appoint such a supervisor, to carry out statutory requirements for health and physical education instruc-

tion. An appropriation of sufficient funds for this purpose is requested to meet the requirements which were established by law in 1941.

B. A Director of School Building Services, to enable the Superintendent of Public Instruction to discharge the duties prescribed by Section 75-4222, R.C.M., 1947; and to develop maximum efficiency and economy in the use of tax money for school buildings by providing local school boards with advisory aid in planning, constructing and maintaining school plants. The school building problem faces the entire nation; in other states where the problem long has been more acute than in Montana, important strides have been made in achieving maximum value from building dollars. A state school building consultant could assist in effecting essential savings by serving as a source of objective information on current developments, materials and methods, and as a clearing house for exchange of ideas by school boards, so that any board faced with a building program could benefit from the experience of other boards. This new position should be created and adequately financed as an investment in economy.

C. A Director of School Library Services, to enable the Superintendent of Public Instruction to fulfill the responsibilities for school libraries stipulated by Sections 75-1316 and 75-3203, R.C.M., 1947. While progress is slowly being made, much improvement still is needed in the state's school library facilities. The Superintendent of Public Instruction's School Library Committee has developed a Guide for Montana School Libraries, but the needs are so great and the state so large that a full-time paid specialist is essential if Montana school libraries are to have the help required to accelerate progress.

D. A Supervisor of Conservation Education, to make it possible to fulfill the duties of the State Superintendent connected with conservation education, as outlined in Sections 75-2013 and 75-2015, R.C.M., 1947, as amended. During the two-year period from 1957 to 1959 when the Montana Fish and Game Commission provided financial support for this position, the conservation education program made a worthwhile contribution to Montana schools, and indicated, even in that short period, its potential for assisting teachers in the development of effective teaching of conservation principles, practices and values. The position of Conservation Education Supervisor should be adequately financed in order that the program can be reinstated.

27. That the salary structure of the professional staff of the Department of Public Instruction be revised to provide a more favorable comparison with that of Montana's first class school districts, and that of other state agencies.

In comparisons with the salaries of school superintendents and with salaries offered by other Montana state agencies where top salaries are more than half again as much as the top salaries of the Department of Public Instruction, the state education agency presents a poor picture.

Montana's Superintendent of Public Instruction is now the lowest-paid chief state school officer in all fifty states.

28. That the Office of Superintendent of Public Instruction be removed from partisan politics and that the Superintendent be elected on a non-partisan basis, as are the Justices of the Supreme Court, and that the qualifications for the Office of Superintendent be strengthened to require a substantial background of successful administrative and/or executive experience in education, law, government or private business or profession.

The Office of State Superintendent has undergone constant development since its establishment. No other elected state official now is charged with the vast scope of administrative duties resting with the State Superintendent. No other elected state official administers the work of a staff of some eighty persons. In addition, the State Superintendent has a wide range of responsibilities directly affecting 56 county superintendents and some 1,000 boards of trustees.

As the Office of the County Superintendent has changed in character to the extent that many legally-qualified county superintendents consider themselves inadequately trained to carry out their duties, so, in even greater degree, has the nature of the Office of State Superintendent changed to the extent that its duties now would present almost impossible difficulties to all but the most unusual individual who, although meeting the legal qualifications, was experienced only in teaching or in small school administration.

The progress of education in Montana is so closely related to the state education agency that Montana can ill afford the risk of an inadequately-administered state office—a risk which is very real, owing to the comparatively low salary of the office, the absence of adequate safeguards as to executive qualifications, and the reluctance of well-educated persons of substantial background to undergo the experience of political campaigning.

Further, the state education office administers and decides matters affecting school children, parents, taxpayers, teachers, school administrators, school board members, county superintendents and many others of both major political parties. Education should not in any way be affected by partisan politics, and to lessen the chances of future interference of politics in school affairs, it would be desirable to elect the State Superintendent on a non-partisan basis. An additional benefit might well be the added willingness of qualified candidates to participate in a non-political contest, while shunning a partisan primary.

Citizens and groups studying this matter are becoming increasingly aware that, unless some changes are made, Montana may well find itself faced with the kind of crisis which has forced other states to remove from the people the right to elect a State Superintendent, and make the position an appointive one.

Additional recommendations are now under study in preparation for possible consideration by the Legislature.

Conclusion: The recommendations made here represent only a part of the total need for change and improvement. These recommendations, however, concern some of the most urgent needs, where action for improvement is immediately feasible and upon which action much future progress depends.

The search for ways to improve Montana education must continue, and should be pursued diligently, not only by those serving in positions of official responsibility for education, but by all the citizens of our state.

EDUCATION SERVICES OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ORGANIZATION

Superintendent of Public Instruction and Executive Officer of Vocational Education

Deputy Superintendent and Coordinator, NDEA

Division of Instructional Services

Director

Elementary Education
High School Education
Audiovisual Education
Aviation Education
Correspondence School
Guidance Services, NDEA V-a
Mathematics-Science, NDEA III
Modern Foreign Languages, NDEA III
Music
Special Education
Vocational Education
 Agricultural Education
 Distributive Education
 Home Economics Education
 Trade and Industrial Education
 Fireman Training
 Practical Nurse Training
Area Redevelopment Act
Manpower Development
 and Training Act

Division of General Services

Director

Certification
Indian Education
School Lunch
Surplus Property
Textbook Library
Veterans' Education and Training

Division of Financial and Statistical Services

Director

School Finance
 Public Laws 874 and 815
 State Aid
 Transportation
Education Statistics
 Statistics Improvement, NDEA X

DIVISION OF INSTRUCTIONAL SERVICES

HOMER V. LOUCKS, DIRECTOR

The Division of Instructional Services was established by the State Superintendent in 1960 as part of a program to reorganize the Department of Public Instruction's functions for more effective administration and service.

In the Division of Instructional Services are those functions pertaining directly to the instructional programs of the elementary and secondary schools, and to adult education, with the objective of providing supervision and leadership in the improvement of the educational offerings of Montana schools.

ELEMENTARY EDUCATION

Homer V. Loucks, Supervisor

Section 75-1320, R.C.M., 1947, as amended: "The state superintendent of public instruction with the approval of the state board of education shall appoint one elementary supervisor for the state, whose duty it shall be to inspect and supervise the work of the elementary schools of the state and report from time to time such information concerning the same as the state superintendent of public instruction may require"

The State Supervisor of Elementary Schools works to achieve and maintain quality education at the elementary level.

During the biennium, *Standards for Accreditation of Montana Elementary Schools* were developed and adopted, resulting, for the first time, in applying to all Montana elementary schools a uniform measure of quality.

A planned program for evaluating schools, in accordance with the accreditation standards, has been put into effect, utilizing annual, written reports by the local officials responsible for each school, combined with visits by state education personnel. Based on the evaluation of each school, beginning with the 1960-61 school year, the State Superintendent annually recommends the accreditation classification to be granted the schools by the State Board of Education.

Elementary schools are offered advisory services in curriculum, classroom procedures, and other matters with which assistance is requested. In the biennium, 203 elementary schools were visited.

The State Supervisor of Elementary Schools works with the State Superintendent's curriculum committees on matters affecting elementary education, and assists with programs providing opportunities for county superintendents and local school personnel to keep up to date with trends and new developments in elementary education.

HIGH SCHOOL EDUCATION

Maynard A. Olson, Supervisor

Section 75-4218, R.C.M., 1947: "The state superintendent of public instruction with the approval of the state board of education shall appoint one supervisor for the state, whose duty it shall be to inspect and supervise the work of the high schools of the state, including all junior high school courses and schools, and to report from time to time such information concerning the same as the state superintendent of public instruction may require"

The State High School Supervisor works toward the continuing improvement of the secondary school program.

Standards for Accreditation of Montana High Schools have been revised and brought up to date and, in September, 1960, the revised standards were approved by the State Board of Education.

In accordance with the revised standards, the State High School Supervisor annually evaluates all high schools and junior high schools by means of written reports from local officials, supplemented by school visitations, and provides information for the State Superintendent's recommendations to the State Board of Education for the accreditation classification to be granted each school.

The State High School Supervisor serves on official committees concerned with aspects of secondary education, including the State Superintendent's School Library Committee, Social Studies Curriculum Committee and Health and Physical Education Curriculum Committee; the Joint Staff Committee of the State Board of Health and Department of Public Instruction, and the Montana Committee for Secondary Schools of the Northwest Association of Secondary and Higher Schools.

During the biennium the State High School Supervisor made one or more visits to each secondary school. Advisory services are available to school administrators, teachers, school boards, and individuals and groups concerned with secondary education.

AUDIOVISUAL EDUCATION

F. Russell Steen, Supervisor

Section 75-2011, R.C.M., 1947: "There is hereby created a library of visual teaching aids for the purpose of acquiring . . . instructional sound films, slides, charts . . . and other visual teaching aids . . . (to) be made available on a rental fee basis, plus transportation, to and from the elementary and secondary schools and educational groups within the state."

The Visual Aids Library distributes sixteen-millimeter educational sound films as supplementary aids for classroom teaching. This Supervisor also works to promote the proper use of audio-visual materials of all types in the schools through school visits and advisory services to college classes, professional meetings, Parent-Teacher Association meetings, conferences and workshops.

In the 1960-62 biennium, 82,287 films were distributed, serving 354 school districts the first year and 379 the second year.

Educational organizations and civic groups concerned with education also are provided with films on request, as are all six units of the University of Montana and the private colleges.

AVIATION EDUCATION

Mary Jo Janey, Supervisor

Aviation education is placed with the Department of Public Instruction by an agreement between the State Aeronautics Commission and the Superintendent of Public Instruction. Under the agreement, aviation education services are provided within the framework of the Department of Public Instruction and are financed by the State Aeronautics Commission.

The Aviation Education Supervisor works to assist schools in integrating aerospace subject matter with existing course materials for all grade levels, and in maintaining the flexibility necessary in the rapidly-changing aerospace field.

Instructional materials and teaching aids are provided for schools, and advisory assistance for teachers and administrators is available; thirty-three schools have been visited by the Aviation Education Supervisor. In three counties, one-day institutes have been held for rural teachers. Individual schools are aided in arranging airport tours for instruction and guidance purposes. Teachers' workshops in aviation education are sponsored in cooperation with University of Montana

units. In April, 1962, sixteen educators participated in an educational tour of the U. S. Air Force Academy.

The Aviation Education Supervisor cooperates with the Civil Air Patrol, the National Aeronautics and Space Administration, the U. S. Air Force and Air Force Academy, the National Aerospace Education Council's conference planning committee, and other state and national organizations concerned with education.

CORRESPONDENCE SCHOOL

Maynard A. Olson, Director

Section 75-2006, R.C.M., 1947: "There is hereby created a state correspondence school which shall serve the needs of (1) eighth grade graduates who because of remoteness or inability are unable to attend a regular high school, (2) students who need subjects not offered in a regular high school, and (3) homebound incapacitated or isolated children who are unable to attend a regular elementary or high school, (4) non-citizens who are unable to attend established classes for preparation for citizenship, (5) inmates of the state prison"

On July 1, 1961, the high school courses formerly available from the State Correspondence School were discontinued, in keeping with the budget established for the biennium by the 1961 Legislative Assembly. High schools utilizing correspondence courses were advised to obtain courses from schools accredited by the National University Extension Association or the National Home Study Council.

The Correspondence School continues services for elementary pupils, non-citizens preparing for citizenship and inmates of the state prison.

The Correspondence School Director, as a member of the Montana State Prison School Advisory Committee, assists in planning and developing the course of study for the institution's school and obtaining qualified teachers. Under the program, it is now possible for prison inmates to obtain a high school diploma or a high school equivalency certificate.

The Correspondence School also serves as the agency for the General Educational Development testing program for the state, and grades tests administered at designated centers at Billings, Bozeman, Dillon, Great Falls, Havre, Kalispell, Miles City and Missoula as well as tests given at the Department of Public Instruction. Under the program, persons who are not high school graduates may apply for high school equivalency certificates, which are issued by the Department of Public Instruction upon successful completion of the requirements. Equivalency certificates are also is-

sued to those successfully completing the program of the United States Armed Forces Institute.

In the biennium approximately 700 tests were administered in Montana and 1,100 high school equivalency certificates were issued, including those issued to USAFI graduates.

GUIDANCE SERVICES

Dolf Jennings, Supervisor

Public Law 85-864 (the National Defense Education Act), Title V-a, provides for guidance, counseling and testing for the purposes of identifying able secondary students and of counseling secondary students to encourage development of their abilities.

The Supervisor of Guidance Services and Field Supervisor Richard C. Mattson assist junior and senior high schools in establishing, developing or augmenting guidance services.

School administrators, guidance personnel and teachers are served by publication and distribution of guidance information and by direct service in the schools by state personnel.

The *Montana Guidance Newsletter*, published four times during the school year, provides schools with information about new developments in guidance and counseling, current research data and suggested guidance activities.

A loan library encourages local use of guidance publications and serves as a model for the school guidance library. In 1961-62, approximately 500 loans were made to schools.

On request, state guidance personnel assist schools in test use and interpretation. Specimen sets of standard tests are available for loan to schools.

Research data is being compiled to assess the value of guidance programs; information is now available from a follow-up study of 1958 Montana high school graduates enrolling in college.

Since 1958, the number of high school programs fully meeting state standards has increased from 20 to 75, and guidance personnel meeting state standards for training have increased in number from 92 to 140. In 1960-61, guidance reimbursement in the amount of \$59,940 was made to 47 schools; and in 1961-62, \$59,269 to 55 schools.

MATHEMATICS-SCIENCE

James F. Watkins, Supervisor

Public Law 85-864 (the National Defense Education Act), Title III, provides for strengthening science and mathematics instruction.

The State Supervisor of Mathematics and Science works with education personnel at all levels to achieve this purpose through conferences, workshops, demonstrations and other means.

In 1960-61, regional workshops at Great Falls, Billings, Poplar and Missoula were held for secondary mathematics and science teachers and school administrators; seventy percent of Montana's teachers attended and participated in this in-service training.

In 1961-62, a mobile science laboratory was prepared to tour the state, providing in-service training for elementary and junior high school teachers. The State Mathematics-Science Supervisor conducted 73 work session programs in which 340 teachers participated.

Advisory aid and supervision are provided for local schools, as is assistance with the planning and remodeling of mathematics and science classrooms and with the selection of equipment and printed materials.

The Mathematics-Science Supervisor works with the State Superintendent's Mathematics Curriculum Committee, Science Curriculum Committee and Teacher Supply Committee, and has co-operated in meetings with higher education personnel on the science preparation of elementary and secondary teachers.

Applications for financial reimbursement are processed and funds distributed in accordance with established criteria. In 1960-61, 114 school districts submitted 250 applications for a total of \$16,053 in funds for mathematics and \$344,317 for science; in 1961-62, 149 school districts submitted 339 applications for \$19,547 for mathematics and \$363,694 for science.

MODERN FOREIGN LANGUAGES

Lester W. McKim, Supervisor

Public Law 85-864 (the National Defense Education Act), Title III, provides for strengthening instruction in modern foreign languages.

The State Supervisor of Modern Foreign Languages serves schools throughout the state with

this goal. Working with individual teachers and with groups, and through professional meetings and publications, information is made available about new instructional materials, new methods of foreign language teaching in use elsewhere in the United States, and opportunities for professional growth.

Materials are developed and distributed to foreign language teachers for experimentation with new types of teaching aids and for measuring the progress made in their classes.

In 1960-61, the Modern Foreign Languages Supervisor traveled 15,000 miles to visit schools in 85 Montana communities; in 1961-62, travel exceeded 15,000 miles and schools in 95 towns were visited. Each year, through school visitation and otherwise, more than 90% of the state's foreign language teachers are contacted, with special attention provided for teachers experiencing program difficulties or beginning new foreign language programs.

The Modern Foreign Languages Supervisor assists with the administration of funds which are available to local schools on a matching basis for the purchase of materials to assist in improving modern foreign language instruction.

MUSIC

Robert Q. Crebo, Supervisor

Section 75-1303, R.C.M., 1947: "The superintendent of public instruction shall have the power to appoint . . . one music supervisor . . . (who) shall . . . : Supervise the teaching of music in the graded, rural and high schools of this state, and assist the teachers and faculty in said schools in establishing and carrying out a progressive music program for the benefit of all children in the public schools of the state"

Montana schools and teachers are provided with advisory services and leadership in music education activities to assist with continuing improvement of the music program.

Instructional aids, individual consulting service, teacher-training assistance and continuing evaluation of programs are provided by the State Music Supervisor.

Education programs for teachers are arranged with the cooperation of the University of Montana, whereby teachers attending designated music education workshops may acquire college credit. Through workshops, institutes and classroom demonstrations working with pupils, the State Music Supervisor assists teachers in organizing and sustaining adequate music programs.

As chairman of the Montana High School Association's Music Committee, the State Music Supervisor assists with annual music festivals involving thousands of high school students.

Other services include assistance in recruiting music teachers for Montana schools, compilation of an annual directory of music educators and working with lay music organizations throughout the state.

In 1960-61, the State Music Supervisor also worked with three high schools participating in the Ford Foundation Composer-in-Residence program. In that year supervisory visits were made to 37 school systems, and eight teacher institutes were conducted. In 1961-62 the State Music Supervisor visited 76 school systems and 31 rural schools.

SPECIAL EDUCATION

Raymond H. Lehrman, Supervisor

Sections 75-5001 to 75-5007, R.C.M., 1947, as amended: "... Special education is that type of education requiring special facilities or instruction because of physical or mental deviation from the average on the part of some children The state superintendent of public instruction, with assistance from the state board of health, and superintendent of the state training school, and with the approval of the state board of education, shall prepare courses of instruction in the discovery and education of the handicapped child The state superintendent of public instruction, with the assistance of the state board of health, and with the approval of the state board of education, shall make provision for the proper promotion, direction and supervision of special education . . . and shall provide necessary and adequate supervision and consultation for the purpose of carrying out this act and shall appoint a supervisor and specify his qualifications The duties of the supervisor . . . shall be to discover the child needing special education throughout the state by observation, examination, and by intelligence, emotional and achievement tests . . . and to administer an educational program for the exceptional child"

The Special Education Supervisor administers a program of education for handicapped children. This program includes advisory aid to communities, schools, teachers and parents concerning special education for children who, because of physical or mental handicaps, need opportunities other than those offered in regular classes.

The Special Education Supervisor helps schools to establish these programs where needed, and defines the standards which programs must meet to be eligible for state approval and financial assistance.

Special reimbursement, provided by law for school districts offering approved special education and transportation for handicapped children, is administered by the Special Education Supervisor.

Current surveys indicate that Montana needs more public school special education programs to meet the needs of the state's exceptional children.

Legislation enacted in 1961, requiring the establishment of special education classes in school districts with ten or more children needing such services, was not accompanied by provision for adequate financing. Also lacking has been financing which would permit the state agencies to carry out statutory provisions for discovering and testing exceptional children.

In 1960-61, 38 school districts provided special education, including 23 classes for the educable mentally-retarded and 3 classes for the physically-handicapped; the remainder were programs for the homebound, speech correction and home-to-school telephones. In 1961-62, 43 programs were offered, including 30 classes for the educable mentally-retarded and 3 classes for the physically-handicapped.

VOCATIONAL EDUCATION

William L. Erickson, Director

Sections 75-4241 to 75-4246, R.C.M., 1947: "The state of Montana hereby reaffirms the acceptance of and assents to the terms and provisions of the act of Congress entitled, 'An act to provide for the promotion of vocational education'. The state board of education shall have the authority to adopt all necessary rules and regulations governing the establishment, conduct and administration of vocation courses . . . but . . . shall conform to the requirements of the federal board of vocational education The superintendent of public instruction shall be the executive officer of the state board of education for the administration of the acts of Congress . . . and of all laws of the state of Montana relating thereto"

The vocational education program provides services for high school students and adults, utilizing facilities of the public schools, higher education institutions and other agencies.

The Director of Vocational Education coordinates the various programs at the state level, and works with state and local agencies in determining the needs of given areas and in developing suitable programs for the areas.

Vocational Agriculture

Max L. Amberson, Supervisor

Vocational agriculture programs provide training in farming for high school students and young and adult farmers.

High school courses include agricultural science and farm mechanics, and opportunity for agricultural experience and participation in Future Farmers of America.

The Supervisor of Vocational Agriculture assists school administrators and vocational agriculture teachers with local school programs through

individual consulting services, assistance in teacher-training and evaluation of programs, and provision of instructional aids.

In the biennium, teacher workshops were conducted for in-service training in forestry, concrete masonry and welding.

In 1960-61, 59 high schools had vocational agriculture departments with 2,264 students enrolled in day classes; in 1961-62, 2,243 students were enrolled in 57 high school programs.

Out-of-school classes for young and adult farmers were offered by 22 high schools in 1960-61 with 1,012 enrollees, and by 21 high schools in 1961-62 with 833 enrollees. Adult classes were in farm law, veterinary science, soils and crops, welding, farm management and animal nutrition.

Home Economics

Flora Martin, Supervisor

The home economics program provides education in aspects of home living and homemaking. Included are family relationships, food preparation and serving, clothing renovation and conservation, child care, health and first aid, home selection and care, and consumer responsibility.

The Home Economics Supervisor assists school administrators and home economics teachers, providing instructional aids, individual consulting service, teacher-training assistance and evaluation of programs, and advises the Montana Association of Future Homemakers of America.

Annual conferences are conducted for home economics teachers, and cooperation is provided in conducting training workshops for supervising, beginning and adult education teachers. During the biennium, 84 school visits were made.

The number of junior and senior high schools offering home economics programs was 124 in 1960-61 and 122 in 1961-62. Of these, the number maintaining standards for reimbursement under the vocational education program in 1960-61 was 64, and in 1961-62, 62. In grades 9-12, 5,030 students were enrolled the first year of the biennium, and 5,663 the second year.

There were ten adult classes in homemaking each of the two years, with 405 enrollees in 1960-61 and 506 enrollees in 1961-62.

Distributive Education
G. Dean Palmer, Supervisor

Education for distribution offers opportunity to prepare for occupations involving the marketing or merchandising of goods or services.

Training is available to high school students and to adults. High school programs are on a work-and-study basis, with students working at least 15 hours per week in community businesses and also attending classes each school day.

The Supervisor of Distributive Education serves schools by providing in-service training for teachers and coordinators, by providing information about the purposes and uses of distributive education, and by advisory service to the Montana Association of the Distributive Education Clubs of America.

In the biennium, nine high schools offered programs of distributive education; secondary and post-secondary students enrolled totaled 398. Four adult courses served 50 persons during the period.

Trade and Industrial Education
W. Lyle Roeseler, Supervisor

The trade and industrial education program provides high school students and adults with training for specific occupations in the skilled trades and industry.

Trade preparatory courses for high school students are conducted in electricity, auto-mechanics, machine shop, carpentry, radio, welding, aircraft mechanics, farm equipment mechanics and diesel mechanics. Services for adults include training programs for practical nurses, plumbers, painters, paperhangers, custodial workers and firemen.

The Supervisor of Trade and Industrial Education assists schools in obtaining qualified teachers, and provides in-service training programs for teachers. Cooperation is extended to many agencies, including schools, private industry, organized labor, the U. S. Department of Labor, Montana Extension Service, Rural Fire Fighters Association, other firemen's organizations and health service groups.

Two fireman training instructors travel throughout the state, giving classes of four to thirty hours for volunteer and paid firemen; in many cases, this is the only organized training in

fire-fighting available to local fire departments. These classes served 61 fire departments in 1960-61 and 70 in 1961-62, with 1,856 firemen participating.

Twenty schools offered skill improvement programs for journeyman workers and apprentices, with 936 enrollees in 1960-61 and 883 in 1961-62. Preparatory training was offered by eleven schools and one university unit, with 497 students in 1960-61 and 535 in 1961-62. In 1960-61, two schools offered a one-year preparatory program for practical nurses with 36 enrollees; in 1961-62 57 persons were enrolled in the program in three schools. Extension training for licensed practical nurses was provided in 1960-61 by three schools for 31 persons, and in 1961-62 by five schools for 73 persons.

During the biennium, a total of 4,904 persons were served by the trade and industrial education program.

Area Redevelopment Act
Val M. Matross, Supervisor

Public Law 87-27 (the Area Redevelopment Act) provides for aid to improve the economic structure of areas of substantial and persistent unemployment.

Among its purposes is the occupational training or retraining of unemployed or underemployed individuals residing in redevelopment areas. Day or evening courses may be offered at public high schools and institutions of higher education.

Montana communities served by the program in 1962 were Anaconda, Butte, Kalispell and Poplar. In the first six months of operation, a total of eleven courses were completed, with 160 enrollees, in preparation for such occupations as structural steel worker, ward attendant, nurse's aide, welder, engineering aide, motor analyst, logging equipment mechanic and lumber grader.

The State Supervisor works with local, state and federal agencies in implementing the educational aspects of the act.

Manpower Development and Training Act
Val M. Matross, Supervisor

Public Law 87-415 (the Manpower Development and Training Act) provides for research in the nation's manpower needs and for the training of unemployed and underemployed workers.

In Montana, following the passage of the act by Congress in 1962, steps were taken to participate in its provisions. In general, Congress directed that:

1. Present and future manpower shortages should be identified;
2. Persons who can be qualified to fill these shortages through education and training should be sought out and trained;
3. Government leadership should be provided to insure that benefits of automation do not become burdens to society in the form of prolonged and widespread unemployment;
4. Improved planning and expanded efforts should be undertaken to assure that men, women, and young people will be trained and available to meet shifting employment needs;
5. State employment service agencies should identify job opportunities through research and labor market surveys and should provide a program to test, counsel, and select workers for training, as well as providing placement services for trainees;
6. State vocational education agencies should conduct training programs both in schools and on the job in facilities of cooperating agencies; where possible, public education agencies and institutions should be used; arrangements may also be made to use private educational agencies;
7. On-the-job training programs may be set up by States, private or public agencies, employers, trade associations, labor organizations and other industrial and community groups.

DIVISION OF FINANCIAL AND STATISTICAL SERVICES

ELIZABETH N. HARRISON, DIRECTOR

The Division of Financial and Statistical Services was established by the State Superintendent in 1960 to coordinate the administration of the major school finance programs and to provide for improved statistical services.

The Division includes state and federal aid programs pertaining to local school finance, and serves as the state agency's center for statistical information. Division personnel also work to increase local understanding of legal requirements pertaining to school finance and statistics through conferences, workshops, individual consulting service, and publication and distribution of instructional materials.

PUBLIC LAWS 874 and 815

Dean M. Lindahl, Administrator

Public Law 874, enacted by the 81st Congress, provides financial assistance for operating costs of schools in areas affected by federal activities; Public Law 815, enacted during the same session, provides financial assistance for school construction in such affected areas.

Both laws are administered nationally by the Office of Education, Department of Health, Education and Welfare. The State Administrator of the Public Law 874 and 815 programs serves as liaison between the Office of Education and the local school districts.

Under the programs, school districts with pupils whose parents reside and/or are employed on federal property may be eligible for federal financial assistance, if certain criteria are met. For example, school districts may be eligible for federal payments due to the existence of air bases, radar bases,

national forest lands, Bureau of Reclamation lands, national park lands, missile sites and Indian reservations.

The State Administrator assists school districts with applications for federal funds, keeps applicant districts informed of federal laws and regulations, processes and approves all school district applications before transmittal to the U. S. Office of Education, and approves all school construction plans and specifications involving Public Law 815 funds.

Under the Public Law 815 program, construction funds were received by 14 school districts in 1960-61 and by 11 school districts in 1961-62, totaling \$1,294,849 the first year and \$908,775 the second year.

Under the Public Law 874 program, federal payments for school operating purposes were received by 75 school districts in each year of the biennium, totaling \$1,524,261 in 1960-61 and \$1,801,603 in 1961-62.

STATE AID**John P. Campbell, Administrator**

Sections 75-3615 and 75-3616, R.C.M., 1947: "The state superintendent of public instruction shall keep in his office full and complete data concerning accruals and credits to the state public school equalization fund and . . . the requirements of the various school districts of the state for aid from said funds to maintain the foundation financial program The state board of education shall . . . order disbursements from the state public school equalization fund . . . upon the basis of reports made to the state superintendent of public instruction"

Section 75-1315, R.C.M., 1947: "He shall, between the first and tenth day of February of each year, apportion the state school (Interest and Income) fund among the several counties of the state, in proportion to the number of children of school age in each as shown by the last enumeration authorized by law"

Section 75-3612, R.C.M., 1947, note re: Chapter 245, Laws 1961: "The state superintendent of public instruction, on the first day of October of each year, shall determine the number of classroom units in each school district and county high school The state board of education shall order disbursements from said (Public School Classroom Unit Assistance) fund on the basis of such determination"

Section 75-3413, R.C.M., 1947: "Each school district and each county high school . . . shall be entitled to reimbursement from such moneys in the state public school equalization fund as may be appropriated by the legislature for transportation . . . semi-annually on presentation to the state superintendent of public instruction . . . of certified claims for such reimbursement"

The programs of state financial assistance for the general operating costs of local school districts in effect in 1960-61 and 1961-62 were the foundation program with state payments from the Interest and Income Fund and the State Public School Equalization Fund, and the school transportation program with payments from the State Public School Equalization Fund. In effect in 1961-62 was a temporary program with state payments from the Classroom Unit Assistance Fund.

The State Aid Administrator provides advisory assistance to county and school district officials on matters pertaining to budgets, state aid, and related aspects of school finance.

Annual reports of all school districts, including school budgets and applications for state aid are audited as the basis for determining the amount of state payments to districts under the foundation program.

School district census reports are audited as the basis for apportionment of the Interest and Income Fund. In 1961-62, local reports of the time distribution of school personnel were analyzed to determine the number of classroom units eligible for apportionment of the Classroom Unit Assistance Fund.

The State Aid Administrator maintains records of sources of revenue for the state school funds and prepares annual estimates for school district use in budgeting for the ensuing year's operation. State aid information also is provided for the Legislative Assembly and for individuals and groups concerned with school finance.

Transportation**Dean M. Lindahl, Supervisor**

School districts complying with legally-established criteria for transportation programs are eligible for state financial assistance.

The Transportation Supervisor assists districts in establishing and maintaining transportation programs, and provides advisory services with respect to transportation budgeting, contracting and other aspects of school bus and individual transportation.

Safety is constantly emphasized, and cooperation is maintained with the Montana Highway Patrol and Montana School Bus Drivers Association. A manual for school bus drivers has been developed, as has a handbook of regulations and specifications for school buses.

The Transportation Supervisor reviews all school district contracts for individual transportation and all school district applications for school bus registration, and establishes reimbursement rates in accordance with laws and regulations. School district claims for state transportation funds are audited, and funds distributed, semi-annually.

In 1960-61, state funds were paid to 825 school districts for transportation totaling \$906,288, of which \$742,997 was for bus transportation and \$163,291 for individual transportation. In that year, 904 school buses were operated.

In 1961-62, state funds totaled \$976,498, of which \$807,201 was for bus transportation and \$169,297 for individual transportation. Nine hundred fifty-two buses were operated.

EDUCATION STATISTICS**Elizabeth N. Harrison, Director**

Public Law 85-864 (the National Defense Education Act), Title X, Section 1009, provides for the improvement of statistical services of state education agencies. Federal funds not exceeding \$50,000 annually are available to the state on a dollar-for-dollar matching basis to carry out the purposes of the act.

Although Montana has been unable to match all of the available federal funds, it has been possible to carry on an improvement program which has benefited local schools as well as the state office.

The *Handbook of Montana School Finance and Statistics*, published by the Department of Public Instruction in March, 1960 has been revised and supplemented each year to insure continuing usefulness.

The *Montana Educational Directory*, published annually by the Department of Public Instruction, was revised completely as to content and format for 1961-62, for greater usefulness.

The *Teacher's Register* also was revised completely to improve pupil attendance record-keeping and reporting. Coordinated with the new *Teacher's Register* were forms for the annual attendance and enrollment reports of local officials.

An entirely new multi-purpose reporting form was developed for local use, replacing the numerous and repetitious questionnaires formerly used to meet data needs for state accreditation, state financial aid, the Montana Educational Directory, the Biennial Report of the Superintendent of Public Instruction and other requirements.

The form for the legally-required annual report of school trustees was revised and coordinated with present legal provisions for school district funds, as well as with new school district budget forms previously developed.

Among Title X activities in the biennium was assistance to the state aid, school transportation and teacher certification programs, with the development of methods leading to the introduction of automatic processing of Classroom Unit Assistance reports, teaching certificates and transportation contracts.

The Director of Statistics maintains records and prepares estimates and analyses pertaining to school expenditures and receipts, enrollments, professional personnel and related matters including school financing and economic trends affecting schools. Periodic reports are prepared for the U. S. Office of Education and the State Superintendent.

DIVISION OF GENERAL SERVICES

WILLIAM L. ERICKSON, DIRECTOR

The Division of General Services was designated as a branch of the Department of Public Instruction in the State Superintendent's 1960 reorganization of state agency functions.

In the Division are those services which are not primarily instructional or financial in nature, but pertain directly to schools, organizations and/or individuals outside of the state education agency.

CERTIFICATION

Vivian Allgaier, Director

Sections 75-2511 to 75-2521, R.C.M., 1947, as amended: "The state board of education shall prescribe and adopt rules and regulations for the issuance of all certificates for teaching in accordance with the methods and policies formulated and recommended by the state superintendent of public instruction The state superintendent . . . shall issue all certificates for teachers For the issuance, renewal or extension of a certificate to teach, each applicant . . . shall pay a fee of one dollar for each year that the certificate is in force"

The Director of Teacher Certification administers state laws and the policies of the State Board of Education in issuing certificates to teachers and school administrators.

Since July 1, 1959, an amended teacher certification law has been in effect as a direct result of efforts of the State Superintendent's Teacher Supply Committee to bring Montana's certification provisions up to date. A booklet, *Certification of Teachers and School Administrators in Montana*, was prepared and distributed to explain current provisions; a revised edition was printed in 1962.

The Director of Teacher Certification serves as a member of the Teacher Supply Committee, and works with Montana's teacher training institutions toward the goal of insuring an adequate supply of qualified teachers for Montana schools.

The office annually receives thousands of applications for teaching certificates; each application is reviewed and evaluated before the appropriate certificate is issued or certification is refused. Application fees are received and accounted for. Individual records are maintained as evidence of each certificate holder's eligibility for the certificate issued.

As an indication of the volume of activity of the office, a two-months' analysis conducted from April 10 to June 9, 1961 revealed the receipt of 2,248 pieces of mail, primarily from Montana schools and educators.

In 1961-62 steps were taken to utilize automatic data processing in the preparation of records of

certificate holders and the production of certificates, to expedite processing and to make available reliable and current statistics pertaining to certification and certificate holders.

1961-62, 7,317 persons employed in Montana schools held valid certificates. Certificates issued numbered 2,959 in 1960-61 and 2,647 in 1961-62. Net fees totaled \$15,469 in 1960-61, and \$13,585 in 1961-62.

INDIAN EDUCATION

William C. Howard, Director

The Indian Education Director serves as an educational liaison between the Bureau of Indian Affairs of the United States and the public schools; the office is financed by the federal government.

Administration of the Johnson-O'Malley Act, a principal function of the office, serves to provide federal assistance to school districts educating Indian pupils. Since 1958, Public Law 874 has replaced the Johnson-O'Malley Act as the major source of federal reimbursement, but the latter continues to provide supplementary funds on the basis of need to school districts educating Indian pupils under circumstances not adequately met by the provisions of Public Law 874.

The Director of Indian Education also provides advisory services pertaining to all phases of Indian education, as requested, to schools, colleges, researchers, libraries, governmental agencies and interested citizens.

The office maintains records of school enrollments, drop-outs, blood lines and related data. An annual report is prepared for the Bureau of Indian Affairs.

A major objective is the dissemination of information about aid available for Indian students and youth, and encouragement to young Indians to pursue the opportunities. The Indian Education Director supervises the Indian Fee-Exemption Scholarship Program for attendance at the University of Montana. In 1961-62, 24 new scholarships and 25 renewals were issued.

Federal funds allocated to school districts under the Johnson-O'Malley Act totaled \$144,859 in 1960-61 and \$67,096 in 1961-62. More than 6,000 Indian children of school age reside on or near Montana's seven reservations, and many more live in Montana off reservations. Of those living on or near reservations, 857 entered the first grade and 121 graduated from high school in 1960-61; in 1961-62, 874 entered grade one and 143 graduated.

SCHOOL LUNCH

Leslie L. Brown, Director

Sections 75-4802 and 75-4803, R.C.M., 1947: "The superintendent of public instruction is hereby authorized to accept and direct the disbursement of funds appropriated by . . . congress . . . for . . . school lunch programs The superintendent . . . may . . . take such . . . action as he may deem necessary to provide for the establishment, maintenance, operation and expansion of any school lunch program"

The school lunch program is a multi-phase program with the objective of serving nutritionally-adequate noonday meals to public school children. The program's components are the school lunch program, the special school milk program and the commodity distribution program.

Federal and State regulations for these programs are designed to insure that the most value is derived from every food dollar, in keeping with the standards set for the program. The School Lunch Division establishes procedures under which programs may operate, makes agreements with local school districts for the programs and handles all details of federal payments.

At least once every three years the School Lunch Division evaluates each program, to assist the local school in maintaining standards and making improvements.

The School Lunch Director supervises distribution of U. S. Department of Agriculture commodities to schools, and the management of related financial procedures.

Under the Special School Milk Program, participating schools are reimbursed at about two-thirds of the cost of milk, the remaining one-third being paid by the children.

The School Lunch Director conducts periodic workshops for cooks and lunch supervisors to provide opportunities for specialized training.

In 1960-61, federal lunch reimbursement totaled \$330,762, milk reimbursement \$141,000, and the value of commodities distributed was \$608,907. In 1961-62, federal lunch reimbursement was \$360,530, milk reimbursement was \$153,727, and the value of commodities distributed was \$744,324.

SURPLUS PROPERTY

William J. Ernst, Director

Section 82-3101, R.C.M., 1947, as amended: "There is hereby created . . . a Montana state agency for surplus property, which shall be administered by the state board of education, and which shall be subject to the supervision and direction of the state superintendent of public instruction"

The state agency for surplus property acquires and distributes federal surplus property to eligible claimants. The program is financially self-sustaining.

Dealing with property ranging from paper to motor vehicles, the state agency distributes the property under the Federal Property and Administrative Services Act of 1949 to such tax-supported or non-profit agencies as medical institutions, hospitals, clinics, health centers, schools, colleges and universities. Cost to the donee never exceeds 20% of the original cost of the property, and often the charge is much less than 20%.

Between acquisition and disposition of surplus property, it is warehoused at Helena. A new warehouse was built in 1960, including garage and office space for the operation of this agency.

Available property may be inspected at the warehouse, and a catalog is issued at frequent intervals to assist eligible donees at distant points in utilizing the services of the surplus property agency.

Among donees served in the biennium were 430 schools. The acquisition cost of property allocated in 1960-61 was \$970,121, and in 1961-62, \$800,822.

TEXTBOOK LIBRARY

William L. Erickson, Supervisor

Section 75-3503, R.C.M., 1947, provides for the protection of local schools in purchasing textbooks by stipulating requirements for the licensing of textbook suppliers by the State Superintendent.

Textbook suppliers are required to:

1. File a copy of every textbook offered for sale in Montana;
2. File a sworn statement of list price;
3. File a written agreement to furnish books at the lowest list price;
4. Guarantee uniformity of pricing in Montana and guarantee that such pricing will be no higher than elsewhere in the United States;

5. File a performance bond with the Secretary of State;
6. Pay a fee of \$1.00 for each textbook listed for sale in Montana.

The Textbook Library administers the details of licensing textbook suppliers. At the present, fifty-one publishers are licensed to supply approximately 4,250 different textbooks to Montana schools.

VETERANS' EDUCATION AND TRAINING

Basil C. Ashcraft, Inspector

The State Superintendent is designated State Approval Agent to administer the provisions of Public Laws 550, 634 and 894, which provide educational benefits to veterans of the Korean conflict, disabled veterans and to orphans of deceased veterans. Those eligible may obtain benefits while enrolled only in institutions approved by the State Approval Agency. An annual contract is negotiated by the Approval Agency and the Veterans Administration to carry out these functions.

The Veterans' Education Inspector is responsible for the approval, inspection and supervision of schools offering training to veterans or their qualified dependents.

All public and eighteen private high schools are presently approved. In addition, approved training and education programs are offered at the six units of the University of Montana, three private colleges, two junior colleges, five business colleges, and seven schools of cosmetology. On-farm training courses are approved in five high schools.

Approximately 1,000 students were served under these programs in 1960-61, and 700 in 1961-62.

ACTIVITIES IN EDUCATION

OFFICIAL COMMITTEES OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

The State Curriculum Committee, appointed in 1957 by the State Superintendent, is a steering committee for the development of course guides for the elementary and secondary schools, and acts in advisory capacity to the curriculum committees working in specific subject areas.

The committee has recommended: 1) that new course guide material be developed by appropriate subject-area curriculum committees, be put into trial use for a year in Montana schools, and then be reviewed and revised by the committees in accordance with resulting appraisals and suggestions; 2) that the revised course material be evaluated further through use in Montana schools during another year of trial, and be revised again, if deemed necessary, before being submitted for the approval of the State Superintendent. In accordance with the Standards for Accreditation of Montana Elementary and Secondary Schools, course material in any study guide so approved becomes the required minimum curricular offering for that subject area in all Montana public schools.

The committee has requested and received invaluable support and cooperation from local boards of trustees, administrators and teachers in the development of the much-needed new courses of study. Despite the lack of legislative funds to support this activity at the state level, teachers have given generously of their time and effort, and local boards and administrators have made possible local support of the minimum travel and other incidental expenses involved. Economy of operation in the Department of Public Instruction has made it possible to provide Montana public schools with copies of tentative curriculum materials for trial use and evaluation prior to final revision and printing of the study guides.

The English Curriculum Committee has developed the *Study Guide in English, Grades 9-12*. This guide was approved in 1959 as the official course of study in English for Montana high schools. It was then printed and distributed for use.

The *Study Guide in English, Grades 9-12*, provides for four complete years of basic instruction in the four skills of communication: reading, writing, speaking and listening. The guide con-

tains material for classroom and independent reading, and provides for instruction in, and use of, library facilities. It includes suggestions for compositions and recommends that each pupil write a theme a week. Among the first official guides in the United States to recognize and provide for all of the skills essential to effective communication, it devotes approximately one-third of the English curriculum in the ninth year, and one-fourth in the tenth year, to speaking and listening activities.

The guide has been commended throughout the nation, and has been requested for reference and use in other state departments of education and district school systems.

The English Curriculum Committee, which serves on a continuing basis, is now working on supplements to the guide. The committee also consults with the Language Arts Curriculum Committee for grades 1-8 to assure a coordinated sequence of offerings for grades 1-12.

The Mathematics Curriculum Committee, appointed in September, 1957 by the State Superintendent, formed two subcommittees—one to develop a course guide for grades 1-6, and the other to work on materials for grades 7-12. The subcommittees have prepared tentative mathematics courses of study for elementary and secondary schools. These were distributed for trial use in 1959-60; twenty-five representative schools evaluated the tentative guides at the end of that year. Additional review of the materials continued in 1960-61 and 1961-62.

A substantial number of new curriculum materials for pupil and teacher use have been made available from commercial and professional association sources; some of these materials are presently being evaluated through use in Montana schools. The impact of these new mathematics programs, and the research and recommendations of the Commission on Mathematics of the College Entrance Examination Board, Yale University, the University of Illinois, the University of Maryland and others, are being studied before further decisions are made as to possible major revisions of traditional approaches to the teaching of mathematics.

The Science Curriculum Committee, appointed in March, 1958 by the State Superintendent, organized its membership into three subcommittees for the development of tentative course guides in science for grades 1-6, 7-9 and 10-12.

The tentative elementary science course of study developed in 1959 by the sub-committee for grades 1-6 included basic scientific concepts, appropriate for each grade level, about plants and animals, the human body, the earth, the universe, energy, matter and machines. The tentative science course of study for junior high school presented three broad areas—life science, earth science and physical science. The tentative science course for senior high school included a full year each of biology, chemistry and physics.

These guides were used in 1959-60 by twenty-five representative schools and by many other volunteer school districts. The schools evaluated the tentative materials, and the committee met in June, 1960 to make preliminary revisions.

In September, 1960 the revised tentative guides were distributed to all Montana public schools for further use and appraisal. In the summer of 1961 the committee prepared final drafts of the *Study Guide in Science, Grades 7-9* and the *Study Guide in Science, Grades 10-12*. The guides were approved and adopted on August 15, 1961, as official materials for the science curriculum in grades seven through twelve.

Both guides have received professional and lay commendation in Montana and throughout the nation. The *Study Guide in Science, Grades 7-9*, has merited particular recognition for its introduction of life science, physical science and earth science as specific subject areas for year-long, thorough study at the junior high school level.

The committee met in June, 1962 to make final revisions of the course materials for elementary schools. The recommended *Study Guide in Science, Grades 1-6*, is scheduled to be submitted for final approval in December, 1962.

The Social Studies Curriculum Committee, appointed in 1958 by the State Superintendent, has worked to formulate recommended objectives of a social studies program and has submitted tentative course content for instruction in social studies.

Among the basic objectives of the over-all program are: citizenship training; understanding of social relationships; understanding and appreciation of American democracy, including recogni-

tion of the dignity and worth of the individual; transmission of our cultural heritage; a study of the growing interdependence of mankind; conservation of natural resources; and the development of critical thinking. Tentative course guides for grades 1-6 are scheduled for school use and preliminary evaluation in 1962-63 and 1963-64.

In November, 1961, with the concurrence of the State Curriculum Committee, the State Superintendent appointed to the Social Studies Curriculum Committee twelve additional members, charged especially with the development of guidelines and specific content necessary for the proper emphasis of world history, American history and American government in the sequence of social studies offerings. Work in these areas is progressing and tentative materials are planned for distribution to Montana schools during 1963-64.

Tentative course materials being developed for grades 7-9 will complete the sequential content in this subject. Evaluation and revision of the social studies materials will follow the established pattern.

The Language Arts Curriculum Committee was appointed by the State Superintendent in April, 1958 to develop a course guide for English, grades 1-8. The Committee was in agreement with the basic philosophy of the *Study Guide in English, Grades 9-12*, and followed a similar organizational plan in the development of a tentative guide for grades 1-8. This guide, distributed in preliminary form for grades 1-3 to twenty-five representative schools for trial use during 1959-60, was completed during the summer of 1960. It was distributed to all Montana elementary and junior high schools for use and evaluation during 1960-61 and 1961-62.

The tentative guide for grades 1-8 provides for all the basic skills of communication. For each grade, the oral communication section provides for the development of listening and speaking skills; the written communication section establishes basic standards for instruction in spelling, handwriting, creative writing and language usage; and the reading program includes the teaching of basic reading (**how** to read), reading for information, recreational reading and corrective and remedial reading, plus basic training in the use of the library. The reading program was prepared with the cooperation of the Montana Reading Council.

In September and October, 1960, County Superintendents' institutes for teachers throughout Montana featured discussions and in-service train-

ing to implement the language arts program. At these institutes Mrs. Dora J. Reese, Special Consultant, and Mr. Robert G. Sando, former Elementary Supervisor, Department of Public Instruction, conducted seminars for teachers and administrators.

Funds have not permitted the printing of the *Language Arts Guide, Grades 1-8* and *Supplement: A Program for Developmental Reading, Grades 1-8*.

The Physical Education and Health Curriculum Committee, appointed by the State Superintendent in 1958, has developed a tentative guide for physical education for grades 1-10.

This guide, distributed to schools in November, 1961 for trial use and evaluation, presents material for a sequential, balanced physical education program. Included in the guide are recommendations regarding grade placement and time allotments for a wide variety of individual and group activities, specific objectives to be attained at each grade, teaching suggestions and reference notations.

The committee is scheduled next to review current health materials and to consider recommendations for class-time allotments and programs in health instruction.

The Agricultural Education Curriculum Committee was appointed in February, 1962 by the State Superintendent to define objectives for agricultural education; to make recommendations for the selection of subject matter for meeting these goals; to suggest to local instructors ways of modernizing courses in agriculture to meet present-day needs of scientific and highly-mechanized agriculture and agricultural-related businesses; and to lend uniformity to instruction in vocational agriculture.

To accomplish these purposes, the committee organized its membership into four groups, to each of which was assigned consideration and drafting of materials on one of the following topics: agricultural science, farm management, agricultural experience programs and Future Farmers of America, and agricultural mechanics.

The committee has made a first evaluation of preliminary materials. After additional work by the several groups, the committee again will review the proposed materials and compile them into

a tentative study guide for agricultural education. The tentative materials will be distributed to schools for evaluative use during 1963-64.

The Kindergarten Curriculum Committee was appointed in September, 1960 by the State Superintendent. Its membership includes both public school and private kindergarten teachers. The committee was divided into two groups—one designated to prepare a preliminary draft of materials, the other to serve as corresponding consultants.

The committee has submitted a tentative guide for kindergartens. Although work on the guide was interrupted by the death of Mr. Robert G. Sando, former Elementary Supervisor, Department of Public Instruction, the material is now being edited and will soon be available for distribution.

Among the features of the guide are: (1) an overview of kindergarten education, including presentation of goals, consideration of characteristics of five-year-olds, and discussion of the important elements of a good kindergarten program; (2) an introduction to various areas of the curriculum, with suggested activities to fit characteristic needs of the kindergarten child, and selected examples of materials and procedures. Curriculum areas include communication, social living, nature, science, number experiences, health, safety, physical well-being, music and art; (3) list of supplies and equipment; (4) bibliographies of resources for teachers and children.

The School Library Committee was appointed by the State Superintendent in 1958 to assist in the development, expansion and improvement of school libraries.

The committee developed a manual of basic procedures for the organization of school libraries. In April, 1961 the committee presented for publication the *Guide for Montana School Libraries*; the guide was printed and distributed to schools in the fall of 1961.

Procedures and recommendations contained in the guide offer school administrators, teachers and librarians practical assistance for setting up a new library or maintaining an established one. The guide is designed to serve the one-room rural school as well as the larger urban school. Its specific recommendations include suggestions for streamlining routine library procedures to allow

increased time for library service to school personnel; guidelines for the development of book and periodical collections; and procedures for ordering, processing, classification and cataloging, weeding and repairing, and shelving and inventory of library materials. The guide also provides reference information about library personnel, quarters and reports.

The committee is presently assisting in the development of audiovisual in-service training materials for teachers and librarians.

The Teacher Supply Committee was appointed by the State Superintendent in 1957, to study the problem of an adequate supply of qualified teachers for Montana's elementary and secondary schools. Concerned with certification, teacher preparation and the special problems of rural areas, the committee made a thorough analysis of laws and policies pertaining to teacher certification in Montana and other states, as a basis for recommending improvements in Montana's complex certification procedures.

As a result of the work of the committee, the 1959 Legislative Assembly enacted a measure to simplify teacher certification while insuring high standards of instruction and providing for the special problems of rural schools.

In April, 1960 the committee began an evaluation of teacher-preparation programs in the light of Montana elementary and secondary classroom needs. The first of the studies dealt with preparation for teaching English and the language arts, and included representatives of the English and Speech Departments of all teacher-training institutions in Montana, the chairmen and representative members of the English and Language Arts Curriculum Committees, administrators, classroom teachers and Department of Public Instruction personnel. Seven major suggestions for strengthening teacher preparation in English and the language arts were made and submitted to the State Board of Education, ex officio Regents of the University of Montana. The Board has given these recommendations tentative approval pending completion of the review of teacher-preparation programs in other subject fields.

The second study in the series dealt with teacher preparation in science and included two conferences attended by representatives of all Montana teacher-training institutions, representative classroom teachers, curriculum committee per-

sonnel and Department of Public Instruction staff. The committee is reviewing recommendations from this study.

The third study will concern the preparation of teachers of social science, and is scheduled to begin in November, 1962. A fourth study, with regard to the professional preparation of teachers is tentatively scheduled for December, 1962. Among areas planned for future consideration are mathematics, music, and health and physical education.

The School Construction Codes Committee was appointed in 1959 by the State Superintendent at the request of the Montana School Boards Association, to: 1) provide for better communication among the many groups concerned with school construction, 2) study and evaluate school building costs and regulations and recent developments in school design and construction materials, and 3) recommend possible revision of present state school construction codes and regulations. Represented on the committee are the Montana School Boards Association, the Montana Institute of Architects, the Montana Association of School Administrators, the Montana State Board of Health, the Montana Industrial Accident Board and the Department of Public Instruction.

The committee held its organizational meeting in the fall of 1959. Outlined at that time for study prior to the consideration of recommendations for changes in state school construction codes were present Montana statutes, school board procedures for a bonding program, current regulations and new informational materials regarding school construction, and civil defense criteria and community needs for the possible use of school buildings as fall-out shelters.

In 1960, following the appointment of a Governor's Committee on School Environment, charged with essentially the same responsibilities, the School Construction Codes Committee halted its study. The Department of Public Instruction representative to the Committee on School Construction Codes serves as a member of the Governor's Committee on School Environment.

The Educational Television Committee was organized by the State Superintendent in 1959 to stimulate activity to bring the benefits of educational television to Montana.

The committee obtained a grant from the Ford Foundation to finance a study of the potential of educational television for Montana, and employed

Dr. Erling S. Jorgensen of Montana State University as director of the ETV study project.

The Ford Foundation also made it possible to sponsor "Go-and-See" tours, which served to acquaint a number of Montana educators with televised instructional programs in operation elsewhere in the nation.

LOCAL, STATE, REGIONAL AND NATIONAL SERVICE

The Joint Staff Committee of the State Board of Health and Department of Public Instruction meets quarterly to coordinate programs of common interest in health and education. Committee topics have included health certification of teachers, dental health survey cards, pre-school eye testing, guidance materials on health careers, school nurse programs, methods for reporting venereal disease information, the health program of the Montana Congress of Parents and Teachers, and problems of construction and use of schools as fall-out shelters. A second edition of the *Guide for the Montana School Health Program* was prepared in 1961, to assist with the presentation of health topics in grades 1-12.

The Home Economics Study Committee, a group of teacher-training personnel from Montana colleges, the Department of Public Instruction's home economics staff and home economics teachers, organized in 1960. Members have conducted research projects in home economics education to ascertain needs and benefits. The committee plans for continuing evaluation of the content of home economics courses for grades 7-12.

The Film Library Advisory Committee serves to consider the audiovisual needs of Montana schools and to suggest ways of meeting the needs. In 1962 the committee evaluated its services with the result of directing its efforts toward promoting the use of the film library through enlarged membership representing school administrative and instructional personnel plus library and college personnel.

Consultant activities of the Department of Public Instruction include service on, or assistance to, statewide and regional committees including the Montana Health Planning Council, the Montana Committee on Children and Youth, the Governor's

The committee has encouraged the beginning of televised instruction in several Montana schools, and continues to work for the development of a wide-spread and long-range program.

In June, 1962 the committee published its report, *TV For Montana Education*, which includes a step-wise plan for development of instructional television in the state.

Committee on School Environment, the Governor's Medical Self-Help Training Committee, the Montana Narcotics and Alcoholism Committee, the Governor's Committee on Domestic Relations, the Governor's Committee on Mental Health, the Governor's School Foundation Study Committee, the Montana Rural Safety Committee, the Montana High School Association Committee on School and College Relations, various committees of the Montana Education Association, the Committee for Improving Family Life Education in Montana, the Pacific Northwest Association of Language Teachers, the Northwest Association for Secondary and Higher Schools, the National Science Teachers Association and numerous others.

Public School Education of the Mentally Retarded Child in Montana was the subject of a special report made by Special Education Supervisor Raymond H. Lehrman for the Governor's Committee on Mental Health, October, 1962.

Teachers of Exceptional Children for the West is the title of a 1960 report of a regional survey by the Western Interstate Commission for Higher Education; State Superintendent Harriet Miller served as a member of the study advisory committee.

The National School Lunch Finance Committee, appointed in 1960, includes as a member School Lunch Supervisor Leslie L. Brown, who represents the eleven western states. The committee's purpose is a long-range financing study of the school lunch program.

The National Aviation Education Council's general planning committee for its 1962 conference at Seattle included Aviation Education Supervisor Mary Jo Janey.

The Board of Directors of the Council of Chief State School Officers has as a member State Superintendent Harriet Miller, elected to the board in 1960. Miss Miller represented the Council in presiding at the Sixth Workshop of Educational Organizations at Chicago, December, 1961. The State Superintendent also serves on the Council's planning committee for regional research centers, and Deputy State Superintendent William L. Erickson serves on a CCSSO Study Commission.

The National Advisory Committee of the Girl Scouts of the USA includes State Superintendent Harriet Miller.

The International Teacher Development Program has been extended the cooperation of the Department of Public Instruction. The program is administered by the U. S. Office of Education in cooperation with the Department of State. Visiting educators from foreign countries annually participate in an academic program at higher educational institutions, followed by an orientation period with the Department of Public Instruction and a subsequent observation period in Montana schools.

The Senate Youth Program, begun in 1962, provides two high school students per state with a one-week introduction to the operation of the United States Senate and federal government in Washington, D. C. The State Superintendent cooperates by arranging for the selection of the students. Expenses are paid by the William Randolph Hearst Foundation.

The State Superintendent For a Day program was initiated by State Superintendent Harriet Miller in 1961 for her Girls' State and Boys' State counterparts. Under the program the student officials visit the state office for introduction to its duties and functions. Participants for 1961 were Mary Bahn, Malta and James L. Humphrey, Great Falls; and for 1962, Sarah Blankenhorn, Polson and John Brinkley, Great Falls.

The Annual Pioneer Day Essay Contest, started in 1957 by State Superintendent Harriet Miller to commemorate Montana's pioneers and officially recognize Pioneer Day, was conducted each year of the biennium. Themes have included mining, transportation, territorial and state government

before 1900, and stories of local pioneers. State winners have been presented with certificates of award.

The 13th Annual Conference of School Administrators (1961) called by the State Superintendent had for its topic "Focus on Change." **The 14th Conference** (1962) emphasized "Quality Instruction—Key to Survival." At each conference the two-day general program was followed by a special program for County Superintendents.

An annual conference for new school administrators was instituted in the fall of 1961 to assist in acquainting those new to school administration and/or new to Montana with procedures, standards and Department of Public Instruction services.

Nine area conferences for County Superintendents were conducted each summer by Financial and Statistical Services personnel of the Department of Public Instruction to assist with school budgets, reports, transportation and other matters.

County Superintendents' workshops for teachers, conducted in 1960 and 1961, were staffed by Instructional Services personnel of the Department of Public Instruction.

Institutes for County Superintendents, sponsored in 1960 and 1961 by Eastern Montana College of Education, included two-day programs each year conducted by Financial and Statistical Services personnel of the Department of Public Instruction.

Annual Conferences of School Bus Drivers were coordinated by Transportation Supervisor Dean M. Lindahl under the cooperative sponsorship of the Montana School Bus Drivers Association, Montana Highway Patrol and Department of Public Instruction.

Aero-Space Education Workshops for teachers and school administrators were conducted each summer at units of the University of Montana, coordinated by Aviation Education Supervisor Mac Johnson the first year of the biennium, and by his successor, Mary Jo Janey, the following year.

Workshops for teachers of modern foreign languages were conducted each year at numerous locations throughout the state by Modern Foreign Languages Supervisor Lester McKim.

Regional orientation conferences in science and in mathematics were conducted in 1961 at Great Falls, Billings, Poplar and Missoula for teachers in the area, under the direction of Mathematics-Science Supervisor James F. Watkins.

Public Laws 874 and 815 conferences were conducted annually for federally-affected school districts by Administrator Dean M. Lindahl, with a representative of the U. S. Housing and Home Finance Agency.

Schools for district clerks and trustees of school boards were conducted in four counties in 1961 by State Aid Administrator John P. Campbell at the request of the County Superintendents.

County transportation committee meetings were attended by Transportation Supervisor Dean M. Lindahl in a number of counties each year at the request of the County Superintendents.

Miscellaneous local services provided by Department of Public Instruction personnel include demonstration teaching, meetings with parents and citizens, assistance with local workshops and programs, advisory aid to boards of trustees and county superintendents, assistance to curriculum and study committees, dedication of school buildings, eighth grade and high school commencement addresses, provision of articles for professional and organizational publications and many other services as requested.

The School Laws of Montana, following the 1961 Legislative Assembly, were printed for the first time with annotations and a comprehensive

index designed especially for use by school officials. The new, hard-cover volume includes provision for a future pocket supplement, replaceable after each legislative session, to insure continuing usefulness of the original volume.

Standards for Accreditation of Montana Elementary Schools, first adopted by the State Board of Education in 1959, were revised and approved in August, 1961. All elementary schools were evaluated for accreditation for the first time in 1960-61, and evaluation was made according to the revised standards in 1961-62.

Standards for Accreditation of Montana High Schools were revised and approved by the State Board of Education in 1961. High schools have been evaluated annually for accreditation on the basis of the standards.

A comprehensive supplement to the Handbook of Montana School Finance and Statistics was issued following the 1961 Legislative Assembly to keep the Handbook current. Additional supplementary materials were issued in 1962.

State Superintendent Harriet Miller, in the biennial period from July 1, 1960 to June 30, 1962, addressed more than one hundred groups and organizations on education and related subjects. Included were school dedications, commencement ceremonies, parent-teacher organizations, state conventions of education and civic groups, and national conventions of organizations such as the National Rehabilitation Association, the National Federation of High School Athletic Associations, and others. During the period articles and addresses by the State Superintendent appeared in local, state and national publications, including the Congressional Record.

EDUCATION STATISTICS

Table I.

SOURCES OF REVENUE FOR MONTANA SCHOOLS, 1960-61

| | Amount | Percent of Total |
|--------------------|--------------|------------------|
| Local Funds..... | \$57,711,625 | 73% |
| State Funds..... | 17,060,477 | 22% |
| Federal Funds..... | 4,252,505 | 5% |
| TOTAL..... | \$79,024,607 | 100% |

Table II.

EXPENDITURES FROM SCHOOL DISTRICT FUNDS, 1960-61*

| Fund | |
|--|--------------|
| I. General Maintenance and Operation..... | \$53,424,032 |
| II. Transportation ¹ | 4,140,193 |
| III. Bus Depreciation Reserve ² | 309,085 |
| IV. Self-Supporting School Lunch Fund ³ | 2,415,824 |
| V. Elementary Schools Tuition Fund ⁴ | 472,818 |
| VI. Retirement Fund..... | 1,491,199 |
| VII. Debt Service Fund..... | 6,743,342 |
| VIII. Miscellaneous Federal Funds ⁵ | 294,554 |
| IX. Building Fund..... | 10,192,303 |
| XV. Adult Education Fund..... | 106,482 |
| XVI. Housing and Dormitory Fund..... | 43,859 |
| TOTAL ⁶ | \$79,024,607 |

Note: For description of the several School District Funds, with purposes and authorized sources of revenue, see *Handbook of Montana School Finance and Statistics: Expenditure and Revenue Accounting Code*.

* As reported by County Superintendents.

¹ Includes \$136,266 in payments made by one district to another; this amount is shown as an expenditure by both districts. Net transportation cost to be financed thus is \$4,003,927.

² Amount added in 1960-61 to Bus Depreciation Funds of all districts.

³ Non-tax supported.

⁴ This amount is duplicated in General Fund expenditure amount, since it is reported once as a tuition expenditure by the sending district and again as general expenditure by the receiving district. Total school expenditures to be financed thus exclude \$472,818.

⁵ Federal funds for vocational education and the National Defense Education Act programs.

⁶ Excluding duplicated amounts; see footnotes 1 and 4.

Table III.**STATE PUBLIC SCHOOL EQUALIZATION FUND, 1960-61****Receipts**

| | |
|--------------------------------------|---------------------|
| Appropriation from General Fund..... | \$ 8,955,554 |
| 25% Individual Income Tax..... | 2,981,307 |
| 25% Corporation License Tax..... | 1,169,888 |
| U. S. Oil and Gas Royalties..... | 810,852 |
| Balance, July 1, 1960..... | 71,370 |
| TOTAL..... | \$13,988,971 |

Expenditures

| | |
|---|---------------------|
| Equalization on Foundation Program..... | \$12,214,729 |
| Transportation on Schedule..... | 906,288 |
| Transportation Administration..... | 11,993 |
| Vocational Education Reimbursement..... | 30,000 |
| Vocational Education Administration..... | 21,021 |
| Tuition paid to Twin Bridges High School District for Montana Children's Center..... | 7,000 |
| Other Government Services: | |
| Board of Education..... | \$ 10,907 |
| Board of Equalization..... | 88,649 |
| School Lunch | 25,472 |
| Correspondence School..... | 33,248 |
| Visual Education..... | 34,185 |
| Special Education..... | 7,700 |
| TOTAL..... | \$13,391,192 |

Table IV.**INTEREST AND INCOME FUND, 1960****Sources of Revenue**

| | |
|--|---------------------|
| Grazing Rentals..... | \$ 673,317 |
| Agricultural Rentals..... | 1,157,130 |
| Grazing Fees, State Forester..... | 15,002 |
| Interest on Land Sales Contracts..... | 190,371 |
| Interest on Bonds and Certificates..... | 115,036 |
| Montana Trust and Legacy Fund Earned Interest..... | 1,203,095 |
| Rentals and Penalties on Oil and Gas Leases..... | 820,812 |
| Total Earnings..... | \$ 4,174,763 |
| LESS: 5% to Permanent Fund..... | \$205,761 |
| Service Charges and Accrued Interest Paid for Purchase of Bonds and Short-term Certificates..... | 59,542 |
| TOTAL..... | \$ 3,909,460 |

Table V.

STATE SCHOOL FUNDS DISTRIBUTED TO COUNTIES, 1960-61

| County | Equalization | | Vocational Education | Interest and Income | Transpor- tation | Total |
|-----------------------|--------------|--------------|-------------------------|------------------------|---------------------|--------------|
| | Elementary | High School | | | | |
| Beaverhead | \$ 95,657 | \$ 13,281 | \$ 235 | \$ 34,564 | \$ 11,203 | \$ 154,940 |
| Big Horn | 142,508 | 54,888 | 235 | 75,091 | 24,982 | 297,704 |
| Blaine | 135,819 | 62,965 | 470 | 55,619 | 21,844 | 276,717 |
| Broadwater | 29,902 | 8,590 | ..... | 16,500 | 7,407 | 62,399 |
| Carbon | 49,776 | 62,162 | 1,077 | 48,210 | 17,701 | 178,926 |
| Carter | 59,050 | 4,699 | ..... | 14,330 | 6,507 | 84,586 |
| Cascade | 846,497 | 170,136 | 1,786 | 396,039 | 41,253 | 1,455,711 |
| Chouteau | 136,348 | 6,410 | 1,227 | 44,358 | 19,828 | 208,171 |
| Custer | 148,387 | 81,245* | 235 | 77,769 | 8,539 | 316,175 |
| Daniels | 65,180 | 46,214 | 235 | 22,052 | 14,828 | 148,509 |
| Dawson | 179,358 | 107,634** | 235 | 71,806 | 18,293 | 377,326 |
| Deer Lodge | 104,348 | 50,000 | 462 | 93,037 | 15,748 | 263,595 |
| Fallon | 889 | ..... | 1,546 | 23,577 | 5,568 | 31,580 |
| Fergus | 234,899 | 101,273 | ..... | 79,137 | 22,160 | 437,469 |
| Flathead | 474,815 | 295,175 | 697 | 194,813 | 24,621 | 990,121 |
| Gallatin | 300,905 | 96,577 | 2,946 | 135,362 | 24,338 | 560,128 |
| Garfield | 68,213 | 6,394 | ..... | 11,222 | 6,248 | 92,077 |
| Glacier | 137,484 | 20,584 | ..... | 85,041 | 16,693 | 259,802 |
| Golden Valley | 26,257 | 13,129 | ..... | 6,921 | 3,821 | 50,128 |
| Granite | 28,056 | 30,074 | 235 | 17,693 | 5,156 | 81,214 |
| Hill | 250,862 | 105,420 | 227 | 111,140 | 20,573 | 488,222 |
| Jefferson | 61,271 | 29,941 | 1,326 | 19,511 | 13,616 | 125,665 |
| Judith Basin | 34,393 | 13,220 | ..... | 17,614 | 11,917 | 77,144 |
| Lake | 189,743 | 149,493 | 3,969 | 83,927 | 24,948 | 452,080 |
| Lewis and Clark | 318,719 | 92,096 | 470 | 150,416 | 20,900 | 582,601 |
| Liberty | 45,062 | 8,219 | ..... | 16,520 | 11,730 | 81,531 |
| Lincoln | 207,884 | 103,463 | ..... | 75,814 | 25,966 | 413,127 |
| Madison | 76,246 | 56,826 | 1,228 | 29,403 | 15,406 | 179,109 |
| McCone | 74,215 | 17,799 | 235 | 21,036 | 11,832 | 125,117 |
| Meagher | 23,073 | 735 | 235 | 14,369 | 7,833 | 46,245 |
| Mineral | 51,848 | 49,029 | ..... | 18,240 | 7,794 | 126,911 |
| Missoula | 483,225 | 282,322 | 227 | 252,289 | 19,575 | 1,037,638 |
| Musselshell | 83,023 | 33,729 | ..... | 25,825 | 5,757 | 148,334 |
| Park | 180,649 | 139,773 | 1,628 | 70,496 | 12,190 | 404,736 |
| Petroleum | 15,553 | 9,057 | ..... | 4,848 | 1,757 | 31,215 |
| Phillips | 100,416 | 40,188 | 470 | 33,821 | 17,251 | 192,146 |
| Pondera | 149,103 | 35,714 | 470 | 48,190 | 16,535 | 250,012 |
| Powder River | 62,917 | 4,358 | ..... | 14,682 | 10,813 | 92,770 |
| Powell | 77,589 | 30,695 | 235 | 41,035 | 14,452 | 164,006 |
| Prairie | 22,869 | 9,477 | ..... | 13,959 | 7,731 | 54,036 |
| Ravalli | 179,003 | 153,159 | 1,878 | 74,524 | 22,736 | 431,300 |
| Richland | 168,898 | 124,078 | 645 | 64,377 | 20,159 | 378,157 |
| Roosevelt | 145,758 | 67,264 | 1,049 | 100,466 | 31,467 | 346,004 |
| Rosebud | 31,014 | ..... | 138 | 41,015 | 21,507 | 93,674 |
| Sanders | 75,188 | 55,067 | 235 | 37,653 | 19,718 | 187,861 |
| Sheridan | 130,562 | 76,866 | 235 | 37,203 | 24,301 | 269,167 |
| Silver Bow | 354,569 | 129,429 | ..... | 251,762 | 9,525 | 745,285 |
| Stillwater | 100,476 | 52,772 | 594 | 30,947 | 17,547 | 202,336 |
| Sweet Grass | 48,438 | 5,245 | 235 | 17,145 | 5,552 | 76,615 |
| Teton | 115,957 | 53,011 | 729 | 44,925 | 26,022 | 240,644 |
| Toole | 114,615 | 23,194 | 235 | 46,372 | 15,076 | 199,492 |
| Treasure | 21,906 | 7,043 | ..... | 7,859 | 5,669 | 42,477 |
| Valley | 252,401 | 132,101 | 1,216 | 90,965 | 36,038 | 512,721 |
| Wheatland | 49,589 | 18,012 | 235 | 17,732 | 5,088 | 90,656 |
| Wibaux ..... | ..... | ..... | ..... | 10,616 | 5,518 | 16,133 |
| Yellowstone | 1,028,641 | 284,481 | 235 | 469,624 | 45,051 | 1,828,032 |
| TOTAL | \$ 8,590,023 | \$ 3,624,706 | \$ 30,000 | \$ 3,909,460 | \$ 906,288 | \$17,060,477 |

* Includes \$14,313 for Custer County Junior College.

** Includes \$18,609 for Dawson County Junior College.

Table VI.

FEDERAL SCHOOL FUNDS DISTRIBUTED TO COUNTIES, 1960-61*

| County | Indian | Vocational | Lunch | Forest | Public Law 815 | Public Law 874 | Taylor Grazing | Total |
|-----------------------|------------------|------------------|------------------|------------------|--------------------|--------------------|-------------------|--------------------|
| Beaverhead | \$ | \$ 1,985 | \$ 3,137 | \$ 6,256 | \$ | \$ | \$ 3,149 | \$ 14,527 |
| Big Horn | 12,346 | 2,085 | 7,400 | ..... | 37,544 | 138,326 | 350 | 198,051 |
| Blaine | 11,333 | 3,045 | 8,210 | ..... | 247,634 | 75,576 | 404 | 346,202 |
| Broadwater | | | 2,430 | 1,911 | ..... | ..... | 156 | 4,497 |
| Carbon | | 4,550 | 13,919 | 3,101 | ..... | 8,211 | 248 | 30,029 |
| Carter | | | | 931 | ..... | ..... | 1,187 | 2,118 |
| Cascade | | 9,500 | 76,712 | 1,216 | 258,858 | 343,628 | 152 | 690,066 |
| Chouteau | | 3,991 | 4,600 | 219 | ..... | ..... | 958 | 9,768 |
| Custer | | 3,486 | 3,254 | ..... | ..... | 494 | 608 | 7,842 |
| Daniels | | 2,210 | 3,289 | ..... | ..... | ..... | ..... | 5,499 |
| Dawson | | 3,206 | 6,992 | ..... | ..... | ..... | 114 | 10,312 |
| Deer Lodge | | 3,138 | 10,012 | 606 | ..... | ..... | 64 | 13,820 |
| Fallon | | 1,964 | 968 | ..... | ..... | ..... | 111 | 3,043 |
| Fergus | | 2,204 | 8,004 | 636 | 3,727 | 4,745 | 499 | 19,815 |
| Flathead | | 9,171 | 23,374 | 68,316 | ..... | 25,065 | ..... | 125,926 |
| Gallatin | | 3,394 | 9,637 | 2,687 | ..... | ..... | 98 | 15,816 |
| Garfield | | | | | | | 1,308 | 1,308 |
| Glacier | 33,053 | 2,593 | 11,093 | 174 | ..... | 148,340 | ..... | 195,253 |
| Golden Valley | | | 1,628 | 162 | ..... | ..... | 26 | 1,816 |
| Granite | | 221 | 2,432 | 13,120 | ..... | ..... | 208 | 15,981 |
| Hill | 72,896 | 2,030 | 13,015 | ..... | ..... | 58,809 | 83 | 146,833 |
| Jefferson | | 835 | 1,412 | 2,528 | ..... | ..... | 141 | 4,916 |
| Judith Basin | | 744 | 4,538 | 2,009 | ..... | ..... | 143 | 7,434 |
| Lake | 4,533 | 2,860 | 17,520 | 5,672 | 31,184 | 45,665 | ..... | 107,434 |
| Lewis and Clark | | 8,997 | 13,151 | 13,249 | ..... | 45,106 | 457 | 80,960 |
| Liberty | | | 3,591 | ..... | ..... | ..... | 138 | 3,729 |
| Lincoln | | | 5,635 | 137,718 | ..... | 17,804 | ..... | 161,157 |
| Madison | | 220 | 9,266 | 3,564 | ..... | ..... | 1,333 | 14,383 |
| McCone | | 581 | 2,720 | ..... | ..... | ..... | 422 | 3,723 |
| Meagher | | 1,132 | 2,331 | 3,230 | ..... | 228 | 74 | 6,995 |
| Mineral | | 120 | 3,530 | 33,804 | ..... | ..... | 5 | 37,459 |
| Missoula | | 14,827 | 13,591 | 32,334 | ..... | 38,887 | 104 | 99,743 |
| Musselshell | | | 1,587 | ..... | ..... | ..... | 80 | 1,667 |
| Park | | 2,292 | 2,534 | 3,881 | ..... | 14,677 | 87 | 23,471 |
| Petroleum | | | 825 | ..... | ..... | ..... | 298 | 1,123 |
| Phillips | 144 | 1,993 | 5,488 | 191 | ..... | 7,829 | 1,140 | 16,785 |
| Pondera | 196 | 2,362 | 9,471 | 732 | 82,675 | 50,874 | ..... | 146,310 |
| Powder River | | 1,151 | 1,264 | 3,539 | ..... | ..... | 592 | 6,546 |
| Powell | | 3,096 | 4,946 | 18,659 | ..... | ..... | 325 | 27,026 |
| Prairie | | | 1,750 | ..... | ..... | ..... | 123 | 1,873 |
| Ravalli | | 2,315 | 13,143 | 12,325 | ..... | 4,178 | ..... | 31,961 |
| Richland | | 4,141 | 4,945 | ..... | ..... | ..... | 608 | 9,694 |
| Roosevelt | 10,358 | 2,024 | 14,449 | ..... | ..... | 145,663 | 68 | 172,562 |
| Rosebud | | | 7,559 | 999 | 186,729 | 42,761 | 1,291 | 239,339 |
| Sanders | | 187 | 5,988 | 50,383 | ..... | 29,971 | ..... | 86,529 |
| Sheridan | | 3,111 | 7,669 | ..... | ..... | 5,082 | 11 | 15,873 |
| Silver Bow | | 5,186 | 9,737 | 745 | ..... | ..... | 99 | 15,767 |
| Stillwater | | 1,037 | 5,397 | 1,958 | ..... | 3,903 | 82 | 12,377 |
| Sweet Grass | | 1,376 | 1,099 | 1,686 | ..... | ..... | 169 | 4,330 |
| Teton | | 3,699 | 11,877 | 1,613 | ..... | ..... | 183 | 17,372 |
| Toole | | 1,912 | 5,054 | ..... | ..... | ..... | 163 | 7,129 |
| Treasure | | | 1,943 | ..... | ..... | ..... | 125 | 2,068 |
| Valley | | 3,846 | 18,407 | ..... | 446,498 | 268,439 | 1,028 | 738,218 |
| Wheatland | | 291 | 683 | 454 | ..... | ..... | 18 | 1,446 |
| Wibaux | | 1,984 | ..... | ..... | ..... | ..... | 355 | 2,339 |
| Yellowstone | | 8,446 | 48,556 | ..... | ..... | ..... | 106 | 57,108 |
| TOTAL | \$144,859 | \$139,538 | \$471,762 | \$430,608 | \$1,294,849 | \$1,524,261 | \$ 19,491 | \$4,025,368 |

*Excluding NDEA Funds. See Table VII.

Table VII.

NDEA FUNDS DISTRIBUTED TO COUNTIES, 1960-61

| County | Title III* Elementary | High School | Title V** High School | Title VIII*** High School | Total |
|-----------------------|--------------------------|-------------|--------------------------|------------------------------|-----------|
| Beaverhead | \$ 2,648 | \$ 81 | \$ 1,601 | \$ | \$ 4,330 |
| Big Horn ..... | ..... | 5,606 | 1,751 | ..... | 7,357 |
| Blaine | 76 | 880 | 2,745 | ..... | 3,701 |
| Broadwater ..... | ..... | 375 | ..... | ..... | 375 |
| Carbon | 191 | 1,626 | ..... | ..... | 1,817 |
| Carter | 643 | 85 | ..... | ..... | 728 |
| Cascade | 4,486 | 2,820 | ..... | 8,419 | 15,725 |
| Chouteau | 992 | 1,747 | ..... | ..... | 2,739 |
| Custer | 1,420 | 5,835 | ..... | ..... | 7,255 |
| Daniels | 377 | 766 | 1,534 | ..... | 2,677 |
| Dawson | 557 | 1,567 | 4,947 | ..... | 7,071 |
| Deer Lodge | 865 | 295 | 4,292 | ..... | 5,452 |
| Fallon ..... | ..... | 8,419 | 87 | ..... | 8,506 |
| Fergus | 864 | 6,493 | 1,451 | ..... | 8,808 |
| Flathead | 2,856 | 7,266 | 1,516 | ..... | 11,638 |
| Gallatin | 786 | 2,781 | 4,342 | ..... | 7,909 |
| Garfield ..... | ..... | ..... | ..... | ..... | ..... |
| Glacier | 167 | 390 | 514 | ..... | 1,071 |
| Golden Valley ..... | ..... | 500 | ..... | ..... | 500 |
| Granite ..... | ..... | 793 | ..... | ..... | 793 |
| Hill | 881 | 2,288 | 653 | ..... | 3,822 |
| Jefferson | 119 | 3,053 | ..... | ..... | 3,172 |
| Judith Basin | 36 | 297 | ..... | ..... | 333 |
| Lake ..... | ..... | 1,960 | ..... | ..... | 1,960 |
| Lewis and Clark | 768 | 1,739 | 6,233 | 3,241 | 11,981 |
| Liberty | 120 | 245 | 1,044 | ..... | 1,409 |
| Lincoln | 135 | 3,247 | 2,254 | ..... | 5,636 |
| Madison | 47 | 1,186 | ..... | ..... | 1,233 |
| McCone | 160 | 458 | ..... | ..... | 618 |
| Meagher ..... | ..... | ..... | ..... | ..... | ..... |
| Mineral | 178 | 5 | ..... | ..... | 183 |
| Missoula | 3,649 | 827 | 76 | 158 | 4,710 |
| Musselshell ..... | ..... | ..... | 1,212 | ..... | 1,212 |
| Park | 465 | 841 | 2,353 | ..... | 3,659 |
| Petroleum ..... | ..... | 689 | ..... | ..... | 689 |
| Phillips | 515 | 1,119 | 2,067 | ..... | 3,701 |
| Pondera | 160 | 923 | 1,081 | ..... | 2,164 |
| Powder River ..... | ..... | 14 | ..... | ..... | 14 |
| Powell ..... | ..... | 328 | ..... | ..... | 328 |
| Prairie ..... | ..... | ..... | ..... | ..... | ..... |
| Ravalli | 692 | 7,133 | 1,785 | ..... | 9,610 |
| Richland | 391 | 9,257 | 1,965 | ..... | 11,613 |
| Roosevelt | 2,023 | 5,741 | 4,935 | ..... | 12,699 |
| Rosebud ..... | ..... | 789 | 396 | ..... | 1,185 |
| Sanders | 370 | 1,587 | 657 | ..... | 2,614 |
| Sheridan | 1,698 | ..... | ..... | ..... | 1,698 |
| Silver Bow | 2,023 | 5,477 | ..... | ..... | 7,500 |
| Stillwater | 61 | 130 | 1,046 | ..... | 1,237 |
| Sweet Grass | 19 | 149 | 636 | ..... | 804 |
| Teton | 336 | 689 | 1,569 | ..... | 2,594 |
| Toole | 223 | 5,400 | 1,253 | ..... | 6,876 |
| Treasure | 242 | ..... | ..... | ..... | 242 |
| Valley | 919 | 1,588 | ..... | ..... | 2,507 |
| Wheatland | 601 | 3,540 | 1,664 | ..... | 5,805 |
| Wibaux | 114 | 483 | ..... | ..... | 597 |
| Yellowstone | 1,037 | 10,962 | 2,281 | ..... | 14,280 |
| TOTAL | \$ 34,910 | \$120,469 | \$ 59,940 | \$ 11,818 | \$227,137 |

* Title III—Assistance for strengthening science, mathematics and modern foreign language instruction.

** Title V—Guidance, Counseling and Testing, including accredited junior high schools.

*** Title VIII—Area Vocational Education Program—Program also included payment to Northern Montana College.

Table VIII.

EXPENDITURES FOR VOCATIONAL EDUCATION IN MONTANA, 1960-61

| | LOCAL FUNDS | | | | | Total |
|--|-------------|------------------------|----------------|------------------|-------------------|-----------------|
| | Agriculture | Distributive Education | Home Economics | Trade & Industry | Practical Nursing | Area Vocational |
| Instruction | \$201,244 | \$ 12,106 | \$201,736 | \$ 91,723 | \$ 4,456 | \$ 11,785 |
| | | | | | | \$523,050 |
| STATE FUNDS | | | | | | |
| Supervision and Administration State Funds | \$ 16,016 | \$ 5,367 | \$ 12,382 | \$ 9,256 | \$ 4,329 | \$ 5,333 |
| Instruction, State Funds | 15,000 | ..... | 15,000 | 8,744** | ..... | ..... |
| Instruction, State Institution Funds .. | ..... | 2,362 | ..... | 6,832 | 4,654 | 11,943 |
| Teacher Training, State Institution Funds | 19,048 | ..... | 9,069 | ..... | ..... | ..... |
| Total | \$ 50,064 | \$ 7,729 | \$ 36,451 | \$ 24,832 | \$ 8,983 | \$ 17,276 |
| | | | | | | \$28,117 |
| | | | | | | \$145,335 |
| FEDERAL FUNDS | | | | | | |
| Supervision and Administration | \$ 8,348 | \$ 2,853 | \$ 12,528 | \$ 6,968 | \$ 4,060 | \$ 1,181 |
| Instruction*** | 63,954 | 12,500 | 31,157 | 41,972 | 9,110 | 23,728 |
| Teacher Training**** | 6,349 | ..... | 9,069 | ..... | ..... | ..... |
| Total | \$ 78,651 | \$ 15,353 | \$ 52,754 | \$ 48,940 | \$ 13,171 | \$ 24,908 |
| TOTAL | \$329,959 | \$ 35,188 | \$290,941 | \$165,495 | \$ 26,610 | \$ 53,969 |
| | | | | | | \$233,777 |
| | | | | | | \$902,162 |

*Includes \$4,645 expended for purposes not applicable for federal matching.

** Fireman training.

*** Reimbursements to schools and instructors; reimbursement to University of Montana units for less-than-college-grade training; and fireman training.

**** Reimbursements to University of Montana units.

Table IX.

EXPENDITURES OF SCHOOL DISTRICT REVENUE, BY COUNTIES, 1960-1961

(FIRST OF
TWO PAGES)

| County | General Fund | Transportation Fund | Bus Reserve Fund | Lunch Fund ¹ | Elementary Tuition Fund ² | Retirement Fund |
|-----------------------|---------------------|---------------------------------|-------------------|-------------------------|--------------------------------------|---------------------|
| Beaverhead | \$ 564,866 | \$ 36,042 | \$ 5,762 | \$ 8,826 | \$ 6,606 | \$ 15,790 |
| Big Horn | 789,192 | 106,780 | 3,403 | 37,863 | 3,900 | 21,338 |
| Blaine | 749,732 | 95,967 | 2,186 | 30,498 | 5,300 | 23,282 |
| Broadwater | 234,335 | 27,306 | ..... | 13,469 | 3,725 | 6,414 |
| Carbon | 918,471 | 82,679 | 16,516 | 67,279 | 5,425 | 23,843 |
| Carter | 240,791 | 21,094 | ..... | ..... | 7,865 | 6,439 |
| Cascade | 5,599,698 | 294,494 | 13,659 | 405,561 | 17,100 | 148,320 |
| Chouteau | 805,086 | 87,810 | 8,152 | 38,442 | 14,914 | 45,463 |
| Custer | 907,316 | 40,640 | ..... | 10,511 | 4,651 | 25,181 |
| Daniels | 421,941 | 49,361 | 8,034 | 22,789 | 15,891 | 9,945 |
| Dawson | 1,023,683 | 54,439 | 5,217 | 32,710 | 14,500 | 30,151 |
| Deer Lodge | 971,777 | 102,411 | ..... | 42,309 | 5,250 | 28,048 |
| Fallon | 437,196 | 27,860 | 2,177 | 7,426 | 10,650 | 10,728 |
| Fergus | 1,270,187 | 82,717 | 9,435 | 55,920 | 32,038 | 36,815 |
| Flathead | 2,587,975 | 135,610 | ..... | 122,921 | 5,472 | 75,420 |
| Gallatin | 1,684,647 | 112,657 | 6,825 | 61,902 | 41,474 | 47,418 |
| Garfield | 242,058 | 10,910 | ..... | ..... | 1,688 | 6,649 |
| Glacier | 861,661 | 62,980 | 11,724 | 65,057 | 3,000 | 25,766 |
| Golden Valley | 150,888 | 11,515 | ..... | 7,197 | 7,100 | 4,692 |
| Granite | 262,708 | 22,133 | 949 | 15,347 | 750 | 6,261 |
| Hill | 1,509,175 | 94,144 | 5,251 | 69,543 | 11,365 | 40,489 |
| Jefferson | 358,619 | 53,779 | 2,367 | 10,753 | 3,395 | 9,405 |
| Judith Basin | 360,799 | 43,682 | 8,597 | 20,382 | 5,800 | 7,909 |
| Lake | 1,112,855 | 148,512 | 5,796 | 84,800 | 425 | 32,631 |
| Lewis and Clark | 2,040,212 | 98,143 | ..... | 69,939 | 27,213 | 59,293 |
| Liberty | 307,733 | 49,541 | 2,160 | 23,145 | 1,325 | 8,332 |
| Lincoln | 1,067,283 | 103,382 | 4,135 | 24,545 | 3,188 | 28,662 |
| Madison | 460,296 | 75,440 | 5,558 | 37,624 | 3,062 | 12,505 |
| McCone | 339,517 | 55,135 | 1,146 | 52,065 | 14,475 | 10,292 |
| Meagher | 215,024 | 13,112 | 1,840 | ..... | 2,525 | 5,225 |
| Mineral | 401,673 | 36,238 | 4,434 | 16,509 | 1,000 | 10,209 |
| Missoula | 2,843,771 | 113,920 | 3,280 | 67,112 | 1,000 | 92,497 |
| Musselshell | 426,933 | 29,016 | 2,645 | 9,999 | 10,163 | 12,144 |
| Park | 993,448 | 45,182 | 5,099 | 9,183 | 6,885 | 28,451 |
| Petroleum | 103,577 | 6,462 | ..... | 4,724 | 2,625 | 2,834 |
| Phillips | 562,920 | 80,885 | 2,877 | 30,866 | 8,348 | 17,291 |
| Pondera | 769,573 | 60,233 | 12,146 | 42,887 | 10,794 | 20,219 |
| Powder River | 254,320 | 47,159 | ..... | 8,414 | 5,374 | 1,957 |
| Powell | 499,816 | 71,585 | 777 | 24,712 | ..... | 14,614 |
| Prairie | 228,489 | 27,864 | 2,103 | 10,936 | 9,464 | 6,237 |
| Ravalli | 988,406 | 113,033 | 2,301 | 65,037 | 2,450 | 27,265 |
| Richland | 968,034 | 95,279 | 2,694 | 24,563 | 11,864 | 26,634 |
| Roosevelt | 1,230,543 | 117,795 | 11,774 | 64,537 | 18,247 | 31,806 |
| Rosebud | 565,183 | 100,475 | 9,987 | 27,914 | 11,409 | 14,823 |
| Sanders | 706,308 | 113,901 | 3,834 | 25,138 | 2,642 | 18,221 |
| Sheridan | 743,213 | 105,197 | 5,168 | 46,881 | ..... | ..... |
| Silver Bow | 2,231,575 | 59,686 | 1,292 | 11,332 | 10,061 | 69,314 |
| Stillwater | 565,029 | 74,450 | 2,845 | 32,005 | 11,320 | 15,643 |
| Sweet Grass | 284,704 | 26,665 | 2,123 | 7,005 | 4,225 | 7,921 |
| Teton | 714,915 | 92,354 | 70,137 | 57,854 | 14,190 | 19,293 |
| Toole | 826,217 | 72,861 | 8,212 | 30,108 | 8,246 | 21,722 |
| Treasure | 4,526 | 27,139 | ..... | ..... | 1,379 | 2,738 |
| Valley | 1,533,982 | 148,690 | 16,589 | 70,239 | 16,900 | 39,223 |
| Wheatland | 311,828 | 25,621 | ..... | 4,506 | 2,975 | 7,964 |
| Wibaux | 211,604 | 18,795 | 1,955 | ..... | 7,634 | 4,578 |
| Yellowstone | 5,957,724 | 229,433 | 5,924 | 284,540 | 13,551 | 164,895 |
| TOTAL | \$53,424,032 | \$ 4,140,193³ | \$ 309,085 | \$ 2,415,824 | \$ 472,818⁴ | \$ 1,491,199 |

¹ Non-tax supported.² Federal funds for vocational education and the National Defense Education Act programs.

EXPENDITURES OF SCHOOL DISTRICT REVENUE, BY COUNTIES, 1960-1961

(SECOND OF
TWO PAGES)

| Debt Service Fund | Miscellaneous Federal Funds ² | Building Fund | Adult Education Fund | Housing and Dormitory Fund | Total | County |
|-------------------------|--|------------------|----------------------------|----------------------------------|---------------------------|-----------------|
| \$ 57,728 | \$ 1,927 | \$ | \$ | \$ | \$ 697,547 | Beaverhead |
| 102,260 | 3,962 | 473,872 | ..... | ..... | 1,542,570 | Big Horn |
| 31,324 | 5,836 | ..... | ..... | ..... | 944,125 | Blaine |
| 22,079 | 375 | 80 | ..... | ..... | 307,783 | Broadwater |
| 125,384 | 6,032 | 290,092 | ..... | ..... | 1,535,721 | Carbon |
| 3,263 | 814 | ..... | ..... | ..... | 280,266 | Carter |
| 784,584 | 18,310 | 2,341,683 | 19,804 | ..... | 9,643,213 | Cascade |
| 231,272 | 8,215 | 141,483 | ..... | ..... | 1,380,837 | Chouteau |
| 28,065 | 13,017 | ..... | ..... | ..... | 1,029,381 | Custer |
| 60,587 | 973 | 5,719 | ..... | ..... | 595,240 | Daniels |
| 91,007 | 9,841 | 144,358 | 13,611 | ..... | 1,419,517 | Dawson |
| 174,817 | 6,356 | ..... | 14,099 | ..... | 1,345,067 | Deer Lodge |
| 177,549 | 4,714 | 533,673 | ..... | ..... | 1,211,973 | Fallon |
| 105,285 | 13,257 | 208,073 | ..... | ..... | 1,813,727 | Fergus |
| 300,023 | 21,165 | 24,611 | 1,563 | ..... | 3,274,760 | Flathead |
| 194,166 | 10,707 | 192,445 | 837 | 64 | 2,353,142 | Gallatin |
| 4,669 | ..... | ..... | ..... | 13,468 | 279,442 | Garfield |
| 97,354 | 3,196 | 20,355 | ..... | 873 | 1,151,966 | Glacier |
| ..... | ..... | ..... | ..... | ..... | 181,392 | Golden Valley |
| 32,785 | 541 | ..... | ..... | ..... | 341,474 | Granite |
| 145,370 | 6,980 | 196,692 | ..... | 11,184 | 2,090,193 | Hill |
| 37,064 | 5,113 | ..... | ..... | 3,500 | 483,995 | Jefferson |
| 34,933 | 880 | ..... | ..... | ..... | 482,982 | Judith Basin |
| 156,483 | 4,498 | 66,108 | ..... | 594 | 1,612,702 | Lake |
| 237,296 | 17,367 | 167,464 | 11,461 | ..... | 2,728,388 | Lewis and Clark |
| 19,971 | 914 | ..... | ..... | ..... | 413,121 | Liberty |
| 151,135 | 2,785 | 574,386 | ..... | ..... | 1,959,501 | Lincoln |
| 35,371 | 3,904 | 17,080 | ..... | ..... | 650,840 | Madison |
| 44,853 | 632 | 35,065 | ..... | 7,998 | 561,178 | McCone |
| 31,131 | ..... | ..... | ..... | ..... | 268,857 | Meagher |
| 41,432 | 271 | 8,889 | ..... | ..... | 520,655 | Mineral |
| 540,061 | 22,348 | 1,107,834 | 30,236 | ..... | 4,822,059 | Missoula |
| 38,843 | 1,053 | ..... | ..... | ..... | 530,796 | Musselshell |
| 80,515 | 2,528 | 500 | ..... | ..... | 1,171,791 | Park |
| 5,799 | 621 | ..... | ..... | ..... | 126,642 | Petroleum |
| 79,465 | 3,884 | 251,108 | ..... | ..... | 1,037,644 | Phillips |
| 140,027 | 3,926 | 85,587 | ..... | ..... | 1,145,392 | Pondera |
| 34,510 | ..... | 1,050 | ..... | ..... | 352,784 | Powder River |
| 45,373 | 3,156 | ..... | ..... | ..... | 660,033 | Powell |
| 15,925 | ..... | ..... | ..... | ..... | 301,018 | Prairie |
| 63,503 | 8,411 | ..... | ..... | ..... | 1,270,406 | Ravalli |
| 128,093 | 11,734 | 812,635 | ..... | ..... | 2,081,530 | Richland |
| 90,334 | 9,162 | 54,008 | ..... | 6,157 | 1,634,363 | Roosevelt |
| 61,254 | 922 | 126,396 | ..... | ..... | 918,363 | Rosebud |
| 45,095 | 1,955 | 210,062 | ..... | ..... | 1,127,156 | Sanders |
| 83,416 | ..... | 400,356 | ..... | ..... | 1,384,231 | Sheridan |
| 457,877 | 10,331 | ..... | 14,871 | ..... | 2,866,339 | Silver Bow |
| 40,649 | 2,177 | 82,101 | ..... | ..... | 826,219 | Stillwater |
| 17,426 | 600 | 16,950 | ..... | ..... | 367,619 | Sweet Grass |
| 99,184 | 6,141 | 60,460 | ..... | ..... | 1,134,528 | Teton |
| 97,672 | 4,503 | 720,737 | ..... | ..... | 1,790,278 | Toole |
| 14,263 | ..... | ..... | ..... | ..... | 50,045 | Treasure |
| 122,274 | 6,662 | 528,300 | ..... | 21 | 2,482,880 | Valley |
| 15,025 | 3,159 | 92,750 | ..... | ..... | 463,828 | Wheatland |
| ..... | 251 | ..... | ..... | ..... | 244,817 | Wibaux |
| 867,519 | 18,448 | 199,341 | ..... | ..... | 7,741,375 | Yellowstone |
| \$ 6,743,342 | \$ 294,554 | \$10,192,303 | \$ 106,482 | \$ 43,859 | \$79,633,691 ⁵ | TOTAL |

³ Includes \$136,266 in payments made by one district to another; this amount is shown as an expenditure by both districts; net transportation expenditure is \$4,003,927.⁴ The total Elementary Tuition Fund expenditure represents payments made by one district to another; this amount is reported once as a tuition expenditure by the sending district and again as a general expenditure by the receiving district.⁵ Includes duplicated amounts; see footnotes 3 and 4.

Table X.

SCHOOL DISTRICTS, OPERATING SCHOOL DISTRICTS, AND SCHOOLS BY TYPE, BY COUNTIES, 1960-61

| County | Number of Common School Districts ¹ | Number of Common School Districts Operating Schools ¹ | Number of Common School Districts Operating Only One One-Teacher School ¹ | Number of Elementary Schools | | | Number of High Schools ² |
|-----------------------|---|---|---|------------------------------|-----------------|---|---|
| | | | | One Teacher | Two Teachers | Three or More Teachers ² | |
| Beaverhead | 21 | 17 | 9 | 14 | 4 | 2 | 2 |
| Big Horn | 7 | 7 | 1 | 9 | 1 | 6 | 2 |
| Blaine | 19 | 18 | 5 | 19 | 1 | 7 | 4 |
| Broadwater | 6 | 6 | 3 | 3 | 2 | 1 | 1 |
| Carbon | 21 | 16 | 3 | 3 | 6 | 7 | 7 |
| Carter | 22 | 19 | 8 | 28 | 1 | 1 | 1 |
| Cascade | 39 | 30 | 19 | 20 | 3 | 9 | 6 |
| Chouteau | 47 | 41 | 27 | 35 | 6 | 4 | 4 |
| Custer | 22 | 21 | 14 | 24 | 1 | 2 | 1 |
| Daniels | 13 | 10 | 5 | 5 | 1 | 4 | 3 |
| Dawson | 38 | 29 | 18 | 34 | 2 | 2 | 2 |
| Deer Lodge | 4 | 3 | 2 | 2 | .... | 1 | 1 |
| Fallon | 23 | 19 | 11 | 22 | 1 | 2 | 2 |
| Fergus | 53 | 45 | 31 | 37 | 4 | 7 | 7 |
| Flathead | 44 | 40 | 17 | 21 | 12 | 15 | 4 |
| Gallatin | 45 | 26 | 17 | 17 | 3 | 6 | 5 |
| Garfield | 20 | 20 | 9 | 35 | 1 | 1 | 1 |
| Glacier | 9 | 7 | 2 | 4 | 3 | 4 | 2 |
| Golden Valley | 12 | 8 | 6 | 7 | .... | 2 | 2 |
| Granite | 5 | 4 | 1 | 1 | .... | 3 | 2 |
| Hill | 29 | 23 | 13 | 15 | 2 | 8 | 7 |
| Jefferson | 10 | 7 | 3 | 3 | 1 | 3 | 2 |
| Judith Basin | 10 | 9 | 1 | 1 | 5 | 3 | 4 |
| Lake | 12 | 10 | 3 | 4 | 5 | 7 | 5 |
| Lewis and Clark | 25 | 16 | 9 | 10 | 2 | 5 | 2 |
| Liberty | 15 | 13 | 9 | 11 | 1 | 2 | 2 |
| Lincoln | 14 | 13 | 4 | 5 | 2 | 9 | 3 |
| Madison | 13 | 9 | 3 | 4 | 2 | 4 | 4 |
| McCone | 24 | 20 | 15 | 23 | .... | 3 | 1 |
| Meagher | 8 | 6 | 3 | 3 | 2 | 1 | 1 |
| Mineral | 6 | 5 | 1 | 1 | 1 | 3 | 3 |
| Missoula | 15 | 15 | 3 | 4 | 4 | 8 | 2 |
| Musselshell | 11 | 7 | 2 | 2 | 1 | 4 | 3 |
| Park | 31 | 24 | 14 | 14 | 5 | 5 | 4 |
| Petroleum | 9 | 9 | 8 | 9 | .... | 1 | 1 |
| Phillips | 24 | 20 | 11 | 16 | 4 | 4 | 4 |
| Pondera | 20 | 17 | 7 | 11 | 6 | 4 | 3 |
| Powder River | 23 | 22 | 14 | 26 | 1 | 1 | 1 |
| Powell | 15 | 12 | 5 | 6 | 5 | 2 | 1 |
| Prairie | 5 | 4 | 1 | 6 | .... | 2 | 1 |
| Ravalli | 9 | 8 | .... | .... | 1 | 7 | 6 |
| Richland | 37 | 29 | 16 | 21 | 7 | 4 | 4 |
| Roosevelt | 9 | 9 | 2 | 8 | .... | 6 | 6 |
| Rosebud | 17 | 10 | 2 | 2 | 1 | 7 | 4 |
| Sanders | 12 | 10 | .... | .... | 3 | 7 | 5 |
| Sheridan | 30 | 21 | 8 | 14 | 3 | 7 | 5 |
| Silver Bow | 8 | 6 | 1 | 1 | 2 | 3 | 1 |
| Stillwater | 23 | 16 | 9 | 11 | 1 | 6 | 5 |
| Sweet Grass | 24 | 19 | 14 | 14 | 4 | 1 | 1 |
| Teton | 20 | 14 | 6 | 8 | 2 | 5 | 4 |
| Toole | 19 | 17 | 6 | 9 | 5 | 5 | 3 |
| Treasure | 5 | 4 | 2 | 2 | 1 | 1 | 1 |
| Valley | 15 | 13 | 6 | 12 | 2 | 8 | 5 |
| Wheatland | 8 | 6 | 2 | 2 | 1 | 3 | 2 |
| Wibaux | 16 | 12 | 10 | 12 | .... | 1 | 1 |
| Yellowstone | 23 | 20 | 1 | 2 | 8 | 11 | 6 |
| TOTAL | 1,064 | 861 | 422 | 632 | 142 | 247 | 172 |

¹ Joint Districts are counted only once, in the county where the school is located.² All schools in a single city system are counted as one.

Table XI.

PROFESSIONAL STAFF, BY COUNTIES, 1960-61*

A. Number of Persons Employed in Teaching, Half-Time or More¹

| County | Kindergarten | Elementary | Junior High School ² | High School | Shared Elementary and High School | Total |
|-----------------------|--------------|--------------|------------------------------------|--------------|--|--------------|
| Beaverhead | 1 | 51 | .... | 15 | 3 | 70 |
| Big Horn ..... | .... | 71 | 5 | 24 | 5 | 105 |
| Blaine ..... | .... | 77 | .... | 23 | 7 | 107 |
| Broadwater ..... | .... | 22 | .... | 7 | .... | 29 |
| Carbon ..... | .... | 65 | .... | 33 | 12 | 110 |
| Carter ..... | .... | 37 | .... | 5 | 1 | 43 |
| Cascade | 19 | 302 | 118 | 98 | 13 | 550 |
| Chouteau ..... | .... | 78 | 5 | 13 | 14 | 110 |
| Custer ..... | .... | 83 | .... | 21 | .... | 104 |
| Daniels ..... | .... | 33 | .... | 14 | .... | 47 |
| Dawson ..... | .... | 110 | .... | 33 | 3 | 146 |
| Deer Lodge ..... | .... | 51 | 22 | 19 | 5 | 97 |
| Fallon ..... | .... | 43 | .... | 13 | 3 | 59 |
| Fergus | 4 | 128 | .... | 42 | 4 | 178 |
| Flathead ..... | .... | 255 | .... | 76 | 15 | 346 |
| Gallatin | 5 | 104 | 30 | 35 | 9 | 183 |
| Garfield ..... | .... | 43 | .... | 4 | 1 | 48 |
| Glacier | 1 | 79 | .... | 22 | 7 | 109 |
| Golden Valley ..... | .... | 14 | .... | 6 | 2 | 22 |
| Granite | 1 | 20 | .... | 10 | 1 | 32 |
| Hill ..... | .... | 126 | .... | 44 | 9 | 179 |
| Jefferson ..... | .... | 26 | .... | 13 | 2 | 41 |
| Judith Basin ..... | .... | 24 | .... | 11 | 9 | 44 |
| Lake ..... | .... | 91 | .... | 39 | 4 | 134 |
| Lewis and Clark | 1 | 126 | 38 | 44 | 5 | 214 |
| Liberty ..... | .... | 28 | .... | 6 | 4 | 38 |
| Lincoln ..... | .... | 88 | 16 | 25 | 6 | 135 |
| Madison ..... | .... | 29 | 3 | 15 | 5 | 52 |
| McCone ..... | .... | 45 | .... | 8 | 1 | 54 |
| Meagher ..... | .... | 22 | .... | 8 | .... | 30 |
| Mineral ..... | .... | 23 | .... | 14 | 6 | 43 |
| Missoula ..... | .... | 237 | .... | 88 | 1 | 326 |
| Musselshell ..... | .... | 31 | 4 | 9 | 9 | 53 |
| Park | 3 | 89 | .... | 38 | 5 | 135 |
| Petroleum ..... | .... | 13 | .... | 4 | .... | 17 |
| Phillips ..... | .... | 54 | .... | 15 | 10 | 79 |
| Pondera | 2 | 72 | .... | 20 | 5 | 99 |
| Powder River ..... | .... | 38 | .... | 5 | 1 | 44 |
| Powell | 2 | 48 | .... | 14 | 2 | 66 |
| Prairie ..... | .... | 21 | .... | 6 | 2 | 29 |
| Ravalli ..... | .... | 77 | .... | 39 | 13 | 129 |
| Richland ..... | .... | 80 | 9 | 30 | 3 | 122 |
| Roosevelt ..... | .... | 93 | .... | 34 | 15 | 142 |
| Rosebud ..... | .... | 40 | .... | 11 | 16 | 67 |
| Sanders ..... | .... | 46 | .... | 26 | 5 | 77 |
| Sheridan | 1 | 62 | .... | 20 | 9 | 92 |
| Silver Bow ..... | .... | 148 | 56 | 34 | 27 | 265 |
| Stillwater ..... | .... | 45 | .... | 23 | 5 | 73 |
| Sweet Grass ..... | .... | 33 | .... | 10 | 2 | 45 |
| Teton | 2 | 54 | .... | 27 | 2 | 85 |
| Toole | 2 | 68 | .... | 20 | 4 | 94 |
| Treasure ..... | .... | 11 | .... | 3 | 3 | 17 |
| Valley ..... | .... | 111 | .... | 37 | 20 | 168 |
| Wheatland ..... | .... | 26 | .... | 14 | 2 | 42 |
| Wibaux ..... | .... | 21 | .... | 5 | 3 | 29 |
| Yellowstone ..... | .... | 375 | 136 | 113 | 20 | 644 |
| TOTAL | 44 | 4,187 | 442 | 1,385 | 340 | 6,398 |

*As reported for State accreditation purposes.

¹Teaching principals, teaching librarians, and others whose teaching duties are equivalent to less than a half-time teaching position are not included as teachers, but are classified according to the major duty (librarian, principal, etc.). Part-time teachers employed less than half-time are not included; the total of such part-time teachers: 10 kindergarten, 21 elementary, 66 high school.²Only State-accredited junior high schools are classified as such.

Table XI.—continued

PROFESSIONAL STAFF, BY COUNTIES, 1960-61*

B. Number of Persons Employed as School Librarians, Half-Time or More¹

| County | Elementary | Junior High School ² | High School | Shared Elementary and High School | Total |
|-----------------------|------------|------------------------------------|-------------|--|-------|
| Beaverhead | 1 | .... | 1 | .... | 2 |
| Big Horn | | | 1 | 1 | 2 |
| Blaine | | | 2 | .... | 2 |
| Broadwater | | | 1 | .... | 1 |
| Carbon | | | 1 | 1 | 2 |
| Carter | | | 1 | .... | 1 |
| Cascade | 3 | 3 | 3 | .... | 9 |
| Chouteau | | | | 2 | 2 |
| Custer | | | 1 | .... | 1 |
| Daniels | | | 1 | .... | 1 |
| Dawson | 1 | .... | 1 | .... | 2 |
| Deer Lodge | | | 1 | .... | 1 |
| Fallon | | | 1 | .... | 1 |
| Fergus | | | 1 | .... | 1 |
| Flathead | | | 4 | .... | 4 |
| Gallatin | | 1 | 3 | .... | 4 |
| Garfield | | | 1 | .... | 1 |
| Glacier | | | 2 | .... | 2 |
| Golden Valley | | | | | |
| Granite | | | 2 | .... | 2 |
| Hill | | | 2 | .... | 2 |
| Jefferson | | | 1 | .... | 1 |
| Judith Basin | | | | | |
| Lake | | | 3 | .... | 3 |
| Lewis and Clark | | 1 | 2 | .... | 3 |
| Liberty | | | 1 | .... | 1 |
| Lincoln | 1 | 1 | 2 | 1 | 5 |
| Madison | | | 3 | .... | 3 |
| McCone | | | 1 | 1 | 2 |
| Meagher | | | 1 | .... | 1 |
| Mineral | | | 1 | .... | 1 |
| Missoula | | | 2 | .... | 2 |
| Musselshell | | | 1 | .... | 1 |
| Park | | | 1 | .... | 1 |
| Petroleum | | | | | |
| Phillips | | | 1 | .... | 1 |
| Pondera | | | 1 | .... | 1 |
| Powder River | | | | | |
| Powell | | | 1 | .... | 1 |
| Prairie | | | 1 | .... | 1 |
| Ravalli | | | 2 | 1 | 3 |
| Richland | | | 2 | 1 | 3 |
| Roosevelt | | | 2 | 1 | 3 |
| Rosebud | | | | 1 | 1 |
| Sanders | | | | | |
| Sheridan | | | 1 | .... | 1 |
| Silver Bow | | 1 | 1 | .... | 2 |
| Stillwater | | 1 | .... | .... | 1 |
| Sweet Grass | | | 1 | .... | 1 |
| Teton | | | | 1 | 1 |
| Toole | | | 2 | .... | 2 |
| Treasure | | | | | |
| Valley | | | 1 | 2 | 3 |
| Wheatland | | | 1 | .... | 1 |
| Wibaux | | | | | |
| Yellowstone | | 4 | 3 | .... | 7 |
| TOTAL | 6 | 12 | 69 | 13 | 100 |

*As reported for State accreditation purposes.

¹ Librarian-teachers whose library duties are equivalent to less than a half-time library position are not included as librarians, but are classified as teachers.² Only State-accredited junior high schools are classified as such.

Table XI.—continued

PROFESSIONAL STAFF, BY COUNTIES, 1960-61*

C. Number of Persons Employed in Guidance and Counseling, Half-Time or More¹

| County | Junior High School | High School | Total |
|----------------------|-----------------------|-------------|-----------|
| Beaverhead..... | | 1 | 1 |
| Big Horn..... | | 2 | 2 |
| Blaine..... | | 2 | 2 |
| Broadwater..... | | 1 | 1 |
| Carbon..... | | | |
| Carter..... | | | |
| Cascade..... | 1 | 2 | 3 |
| Chouteau..... | | | |
| Custer..... | | 2 | 2 |
| Daniels..... | | 2 | 2 |
| Dawson..... | | 2 | 2 |
| Deer Lodge..... | 2 | 2 | 4 |
| Fallon..... | | 1 | 1 |
| Fergus..... | | 1 | 1 |
| Flathead..... | | 4 | 4 |
| Gallatin..... | 3 | 5 | 8 |
| Garfield..... | | | |
| Glacier..... | | 1 | 1 |
| Golden Valley..... | | | |
| Granite..... | | | |
| Hill..... | | 3 | 3 |
| Jefferson..... | | 1 | 1 |
| Judith Basin..... | | | |
| Lake..... | | 3 | 3 |
| Lewis and Clark..... | 2 | 3 | 5 |
| Liberty..... | | | |
| Lincoln..... | | 3 | 3 |
| Madison..... | | 1 | 1 |
| McCone..... | | | |
| Meagher..... | | | |
| Mineral..... | | | |
| Missoula..... | | 4 | 4 |
| Musselshell..... | | | |
| Park..... | | 1 | 1 |
| Petroleum..... | | | |
| Phillips..... | | 1 | 1 |
| Pondera..... | | 1 | 1 |
| Powder River..... | | | |
| Powell..... | | 1 | 1 |
| Prairie..... | | | |
| Ravalli..... | | 2 | 2 |
| Richland..... | 1 | 3 | 4 |
| Roosevelt..... | | 2 | 2 |
| Rosebud..... | | | |
| Sanders..... | | | |
| Sheridan..... | | | |
| Silver Bow..... | 2 | 2 | 4 |
| Stillwater..... | | | |
| Sweet Grass..... | | 1 | 1 |
| Teton..... | | 1 | 1 |
| Toole..... | | 1 | 1 |
| Treasure..... | | | |
| Valley..... | | 2 | 2 |
| Wheatland..... | | 1 | 1 |
| Wibaux..... | | | |
| Yellowstone..... | 6 | 5 | 11 |
| TOTAL..... | 17 | 70 | 87 |

*As reported for State accreditation purposes.

¹Teaching personnel whose guidance duties are equivalent to less than a half-time guidance position are not included as guidance personnel, but are classified as teachers.²Only State-accredited junior high schools are classified as such.

Table XI.—continued

PROFESSIONAL STAFF, BY COUNTIES, 1960-61*

D. Number of Persons Employed as Principals and Superintendents, Half-Time or More¹

| County | Principals | | | | District Superintendents | Total |
|-----------------------|------------|--------------------|-------------|-----------------------------------|--------------------------|------------|
| | Elementary | Junior High School | High School | Shared Elementary and High School | | |
| Beaverhead | 1 | .... | 2 | .... | 2 | 5 |
| Big Horn | 6 | 1 | 1 | .... | 2 | 10 |
| Blaine | 4 | .... | .... | .... | 4 | 8 |
| Broadwater | 1 | .... | .... | .... | 1 | 2 |
| Carbon | 4 | .... | 1 | .... | 7 | 12 |
| Carter ..... | .... | .... | .... | .... | 1 | 1 |
| Cascade | 17 | 3 | 2 | .... | 6 | 28 |
| Chouteau | 1 | 1 | 1 | 1 | 4 | 8 |
| Custer | 6 | .... | 1 | .... | 1 | 8 |
| Daniels | 1 | .... | 1 | .... | 3 | 5 |
| Dawson | 4 | .... | 1 | .... | 2 | 7 |
| Deer Lodge | 5 | 1 | 1 | .... | 1 | 8 |
| Fallon | 2 | .... | 2 | .... | 2 | 6 |
| Fergus | 5 | .... | 2 | .... | 7 | 14 |
| Flathead | 14 | .... | 3 | .... | 4 | 21 |
| Gallatin | 10 | 1 | 2 | 1 | 5 | 19 |
| Garfield ..... | .... | .... | .... | .... | 1 | 1 |
| Glacier | 6 | .... | 2 | .... | 2 | 10 |
| Golden Valley ..... | .... | .... | .... | .... | 2 | 2 |
| Granite | 2 | .... | .... | .... | 2 | 4 |
| Hill | 7 | .... | 1 | .... | 7 | 15 |
| Jefferson | 5 | .... | .... | .... | 2 | 7 |
| Judith Basin | 2 | .... | 1 | .... | 4 | 7 |
| Lake | 7 | .... | 3 | .... | 5 | 15 |
| Lewis and Clark | 8 | 2 | 2 | .... | 2 | 14 |
| Liberty | 2 | .... | 2 | .... | 2 | 6 |
| Lincoln | 5 | 1 | .... | .... | 3 | 9 |
| Madison | 2 | .... | 3 | .... | 4 | 9 |
| McCone ..... | .... | .... | 1 | .... | 1 | 2 |
| Meagher | 1 | .... | .... | .... | 1 | 2 |
| Mineral | 2 | .... | 1 | .... | 3 | 6 |
| Missoula | 20 | .... | 3 | .... | 2 | 25 |
| Musselshell | 1 | .... | 1 | .... | 3 | 5 |
| Park | 7 | .... | 2 | .... | 4 | 13 |
| Petroleum ..... | .... | .... | .... | .... | 1 | 1 |
| Phillips | 4 | .... | 1 | .... | 4 | 9 |
| Pondera | 5 | .... | 2 | .... | 3 | 10 |
| Powder River | 1 | .... | .... | .... | 1 | 2 |
| Powell | 2 | .... | 1 | .... | 1 | 4 |
| Prairie | 2 | .... | 1 | 1 | 1 | 5 |
| Ravalli | 6 | .... | .... | .... | 6 | 12 |
| Richland | 3 | 1 | 3 | .... | 4 | 11 |
| Roosevelt | 6 | .... | 5 | .... | 6 | 17 |
| Rosebud | 2 | .... | 1 | .... | 4 | 7 |
| Sanders | 4 | .... | 1 | .... | 6 | 11 |
| Sheridan | 3 | .... | 3 | .... | 5 | 11 |
| Silver Bow | 19 | 1 | 1 | .... | 1 | 22 |
| Stillwater | 4 | .... | 2 | .... | 5 | 11 |
| Sweet Grass ..... | .... | .... | 1 | .... | 1 | 2 |
| Teton | 6 | .... | 1 | .... | 4 | 11 |
| Toole | 5 | .... | 2 | .... | 3 | 10 |
| Treasure ..... | .... | .... | .... | .... | 1 | 1 |
| Valley | 5 | .... | 2 | .... | 5 | 12 |
| Wheatland | 1 | .... | .... | .... | 2 | 3 |
| Wibaux | 1 | .... | .... | .... | 1 | 2 |
| Yellowstone | 29 | 7 | 3 | .... | 8 | 47 |
| TOTAL | 266 | 19 | 72 | 3 | 175 | 535 |

*As reported for State accreditation purposes.

¹Superintendents and principals whose teaching duties are equivalent to more than a half-time teaching position are not included here, but are classified as teachers. Persons serving as district superintendent, high school principal and elementary principal (all three capacities) are classified as district superintendent only.²Only State-accredited junior high schools are classified as such.

Table XI.—continued

PROFESSIONAL STAFF, BY COUNTIES, 1960-61*

E. Summary of Persons Employed Half-Time or More in Professional Duties¹

| County | Teaching | Librarians | Guidance and Counseling | Principals | District Superintendents | Total |
|---------------------|--------------|------------|-------------------------------|------------|-----------------------------|--------------|
| Beaverhead | 70 | 2 | 1 | 3 | 2 | 78 |
| Big Horn | 105 | 2 | 2 | 8 | 2 | 119 |
| Blaine | 107 | 2 | 2 | 4 | 4 | 119 |
| Broadwater | 29 | 1 | 1 | 1 | 1 | 33 |
| Carbon | 110 | 2 | --- | 5 | 7 | 124 |
| Carter | 43 | 1 | --- | --- | 1 | 45 |
| Cascade | 550 | 9 | 3 | 22 | 6 | 590 |
| Chouteau | 110 | 2 | 2 | 4 | 4 | 122 |
| Custer | 104 | 1 | 2 | 7 | 1 | 115 |
| Daniels | 47 | 1 | 2 | 2 | 3 | 55 |
| Dawson | 146 | 2 | 4 | 5 | 2 | 159 |
| Deer Lodge | 97 | 1 | 1 | 7 | 1 | 107 |
| Fallon | 59 | 1 | 1 | 4 | 2 | 67 |
| Fergus | 178 | 1 | 4 | 7 | 7 | 197 |
| Flathead | 346 | 4 | 8 | 17 | 4 | 379 |
| Gallatin | 183 | 4 | --- | 14 | 5 | 206 |
| Garfield | 48 | 1 | 1 | --- | 1 | 51 |
| Glacier | 109 | 2 | --- | 8 | 2 | 121 |
| Golden Valley | 22 | --- | --- | --- | 2 | 24 |
| Granite | 32 | 2 | 3 | 2 | 2 | 41 |
| Hill | 179 | 2 | 1 | 8 | 7 | 197 |
| Jefferson | 41 | 1 | --- | 5 | 2 | 49 |
| Judith Basin | 44 | --- | --- | 3 | 4 | 51 |
| Lake | 134 | 3 | 3 | 10 | 5 | 155 |
| Lewis and Clark.... | 214 | 3 | 5 | 12 | 2 | 236 |
| Liberty | 38 | 1 | --- | 4 | 2 | 45 |
| Lincoln | 135 | 5 | 3 | 6 | 3 | 152 |
| Madison | 52 | 3 | 1 | 5 | 4 | 65 |
| McCone | 54 | 2 | --- | 1 | 1 | 58 |
| Meagher | 30 | 1 | --- | 1 | 1 | 33 |
| Mineral | 43 | 1 | --- | 3 | 3 | 50 |
| Missoula | 326 | 2 | 4 | 23 | 2 | 357 |
| Musselshell | 53 | 1 | --- | 2 | 3 | 59 |
| Park | 135 | 1 | 1 | 9 | 4 | 150 |
| Petroleum | 17 | --- | --- | --- | 1 | 18 |
| Phillips | 79 | 1 | 1 | 5 | 4 | 90 |
| Pondera | 99 | 1 | 1 | 7 | 3 | 111 |
| Powder River | 44 | --- | --- | 1 | 1 | 46 |
| Powell | 66 | 1 | 1 | 3 | 1 | 72 |
| Prairie | 29 | 1 | --- | 4 | 1 | 35 |
| Ravalli | 129 | 3 | 2 | 6 | 6 | 146 |
| Richland | 122 | 3 | 4 | 7 | 4 | 140 |
| Roosevelt | 142 | 3 | 2 | 11 | 6 | 164 |
| Rosebud | 67 | 1 | --- | 3 | 4 | 75 |
| Sanders | 77 | --- | --- | 5 | 6 | 88 |
| Sheridan | 92 | 1 | --- | 6 | 5 | 104 |
| Silver Bow | 265 | 2 | 4 | 21 | 1 | 293 |
| Stillwater | 73 | 1 | --- | 6 | 5 | 85 |
| Sweet Grass | 45 | 1 | 1 | 1 | 1 | 49 |
| Teton | 85 | 1 | 1 | 7 | 4 | 98 |
| Toole | 94 | 2 | 1 | 7 | 3 | 107 |
| Treasure | 17 | --- | --- | --- | 1 | 18 |
| Valley | 168 | 3 | 2 | 7 | 5 | 185 |
| Wheatland | 42 | 1 | 1 | 1 | 2 | 47 |
| Wibaux | 29 | --- | --- | 1 | 1 | 31 |
| Yellowstone | 644 | 7 | 11 | 39 | 8 | 709 |
| TOTAL .. | 6,398 | 100 | 87 | 360 | 175 | 7,120 |

*As reported for State accreditation purposes.

¹Persons serving in more than one capacity are classified according to the major duty, i.e., that which occupies one-half or more of their employed time. Exception: district superintendents serving also as elementary and high school principals are classified as district superintendents regardless of time distribution.

Table XII.

SALARIES OF PERSONS EMPLOYED IN TEACHING,¹ 1960-61

| County | Kindergarten | Elementary | Junior High School ² | High School | Shared Elementary and High School | Total | Elemen- tary Aver- age ³ | High School Aver- age ⁴ |
|----------------------------|------------------|---------------------|------------------------------------|--------------------|--|---------------------|--|---|
| Beaverhead | \$ 4,020 | \$ 216,645 | \$ | \$ 76,222 | \$ 10,900 | \$ 307,787 | \$4,503 | \$4,840 |
| Big Horn ..... | ..... | 305,471 | 24,510 | 120,143 | 26,060 | 476,184 | 4,302 | 5,021 |
| Blaine ..... | ..... | 306,018 | ..... | 116,335 | 34,970 | 457,323 | 3,974 | 5,044 |
| Broadwater ..... | ..... | 91,550 | ..... | 34,550 | ..... | 126,100 | 4,161 | 4,936 |
| Carbon ..... | ..... | 268,151 | ..... | 161,318 | 63,247 | 492,716 | 4,189 | 4,990 |
| Carter ..... | ..... | 125,270 | ..... | 25,125 | 5,000 | 155,395 | 3,479 | 5,021 |
| Cascade | 100,625 | 1,508,591 | 682,975 | 595,054 | 68,725 | 2,955,970 | 5,013 | 5,881 |
| Chouteau ..... | ..... | 211,888 | 28,013 | 67,515 | 71,107 | 378,523 | 3,591 | 5,207 |
| Custer ..... | ..... | 344,250 | ..... | 127,785 | ..... | 472,035 | 4,147 | 5,298 |
| Daniels ..... | ..... | 132,161 | ..... | 66,450 | ..... | 198,611 | 4,005 | 4,764 |
| Dawson ..... | ..... | 428,572 | ..... | 165,217 | 14,650 | 608,439 | 3,968 | 4,996 |
| Deer Lodge ..... | ..... | 277,264 | 121,733 | 109,600 | 31,100 | 539,697 | 5,436 | 5,705 |
| Fallon ..... | ..... | 158,080 | ..... | 66,825 | 14,325 | 239,230 | 3,676 | 5,072 |
| Fergus | 17,555 | 517,543 | ..... | 214,342 | 18,275 | 767,715 | 4,054 | 5,057 |
| Flathead ..... | ..... | 1,136,982 | ..... | 463,047 | 80,890 | 1,680,919 | 4,459 | 5,977 |
| Gallatin | 25,331 | 451,052 | 156,657 | 195,560 | 43,196 | 871,796 | 4,370 | 5,343 |
| Garfield ..... | ..... | 131,265 | ..... | 18,800 | 5,500 | 155,565 | 3,053 | 4,860 |
| Glacier | 3,950 | 351,849 | ..... | 112,698 | 36,195 | 504,692 | 4,447 | 5,134 |
| Golden Valley ..... | ..... | 49,725 | ..... | 28,898 | 10,069 | 88,692 | 3,552 | 4,871 |
| Granite | 4,300 | 79,650 | ..... | 46,750 | 5,350 | 136,050 | 3,998 | 4,736 |
| Hill ..... | ..... | 567,356 | ..... | 228,382 | 43,630 | 839,368 | 4,502 | 5,132 |
| Jefferson ..... | ..... | 104,230 | ..... | 69,047 | 9,863 | 183,140 | 4,008 | 5,260 |
| Judith Basin ..... | ..... | 95,176 | ..... | 52,865 | 41,585 | 189,626 | 3,965 | 4,722 |
| Lake ..... | ..... | 399,812 | ..... | 213,646 | 20,160 | 633,618 | 4,393 | 5,437 |
| Lewis and Clark ..... | ..... | 598,205 | 202,379 | 256,125 | 25,235 | 1,081,944 | 4,747 | 5,560 |
| Liberty ..... | ..... | 108,775 | ..... | 30,975 | 21,225 | 160,975 | 3,885 | 5,220 |
| Lincoln ..... | ..... | 375,120 | 84,768 | 128,640 | 34,739 | 623,267 | 4,262 | 5,280 |
| Madison ..... | ..... | 111,960 | 15,610 | 72,910 | 26,500 | 226,980 | 3,860 | 5,000 |
| McCone ..... | ..... | 174,200 | ..... | 38,325 | 5,600 | 218,125 | 3,871 | 4,880 |
| Meagher ..... | ..... | 79,050 | ..... | 36,050 | ..... | 115,100 | 3,593 | 4,506 |
| Mineral ..... | ..... | 102,783 | ..... | 69,719 | 30,517 | 203,019 | 4,468 | 5,011 |
| Missoula ..... | ..... | 1,068,835 | ..... | 525,951 | 5,730 | 1,600,516 | 4,509 | 5,973 |
| Musselshell ..... | ..... | 131,785 | 20,000 | 44,900 | 42,750 | 239,435 | 4,251 | 4,893 |
| Park | 12,640 | 339,891 | ..... | 197,652 | 18,452 | 568,635 | 3,831 | 5,145 |
| Petroleum ..... | ..... | 45,725 | ..... | 19,000 | ..... | 64,725 | 3,517 | 4,750 |
| Phillips ..... | ..... | 208,910 | ..... | 81,175 | 46,326 | 336,411 | 3,868 | 5,100 |
| Pondera | 9,400 | 289,135 | ..... | 99,275 | 24,470 | 422,280 | 4,034 | 4,950 |
| Powder River ..... | ..... | 122,210 | ..... | 24,900 | 4,400 | 151,510 | 3,216 | 4,883 |
| Powell | 8,650 | 198,653 | ..... | 79,954 | 6,554 | 293,811 | 4,146 | 5,407 |
| Prairie ..... | ..... | 75,890 | ..... | 28,100 | 9,800 | 113,790 | 3,614 | 4,737 |
| Ravalli ..... | ..... | 316,278 | ..... | 169,433 | 56,800 | 542,511 | 4,107 | 4,436 |
| Richland ..... | ..... | 299,340 | 48,200 | 163,130 | 15,400 | 526,070 | 3,938 | 5,398 |
| Roosevelt ..... | ..... | 390,270 | ..... | 170,350 | 77,875 | 638,495 | 4,196 | 5,065 |
| Rosebud ..... | ..... | 158,435 | ..... | 53,090 | 77,455 | 288,980 | 4,062 | 4,835 |
| Sanders ..... | ..... | 200,123 | ..... | 132,852 | 25,800 | 358,775 | 4,350 | 5,117 |
| Sheridan | 3,530 | 240,790 | ..... | 97,390 | 43,488 | 385,198 | 3,878 | 5,031 |
| Silver Bow ..... | ..... | 729,788 | 289,727 | 200,929 | 155,003 | 1,375,447 | 4,930 | 5,518 |
| Stillwater ..... | ..... | 179,129 | ..... | 106,436 | 21,175 | 306,740 | 3,980 | 4,558 |
| Sweet Grass ..... | ..... | 121,268 | ..... | 54,285 | 9,549 | 185,102 | 3,674 | 5,318 |
| Teton | 9,025 | 246,725 | ..... | 140,545 | 9,775 | 406,070 | 4,603 | 5,183 |
| Toole | 8,900 | 281,668 | ..... | 107,575 | 19,500 | 417,643 | 4,150 | 5,336 |
| Treasure ..... | ..... | 40,325 | ..... | 23,700 | 13,450 | 77,475 | 3,665 | 5,307 |
| Valley ..... | ..... | 470,673 | ..... | 202,059 | 107,798 | 780,530 | 4,240 | 5,436 |
| Wheatland ..... | ..... | 107,925 | ..... | 71,625 | 9,275 | 188,825 | 4,150 | 5,056 |
| Wibaux ..... | ..... | 74,330 | ..... | 24,895 | 14,700 | 113,925 | 3,540 | 4,949 |
| Yellowstone ..... | ..... | 1,924,295 | 776,139 | 669,685 | 107,503 | 3,477,622 | 5,131 | 5,774 |
| TOTAL | \$207,926 | \$18,071,040 | \$2,450,711 | \$7,497,804 | \$1,721,641 | \$29,949,122 | | |
| State Average | 4,836 | 4,353 | 5,545 | 5,414 | 5,094 | 4,681 | | |

¹ Includes those full-time employed persons with teaching duties occupying at least one-half of their employed time, for whom salaries were reported on accreditation reports, 1960-61.

² Only State-accredited junior high schools are classified as such.

³ Includes kindergarten; average is based on the number of salaries reported (not on the number of positions in Table XI A.)

⁴ Includes junior high school teachers and teachers shared between elementary and high school; average is based on the number of salaries reported (not on the number of positions in Table XI A.)

Table XIII A.**AVERAGE SALARIES OF SUPERINTENDENTS AND PRINCIPALS, 1960-61¹**

| | Average Salary |
|---|----------------|
| District Superintendents | \$7,365 |
| Principals, Junior High and High Schools..... | 7,347 |
| Principals, Elementary Schools..... | 6,073 |

¹ Includes those full-time employed persons who devote at least one-half of their employed time to duties of superintendent or principal, for whom salaries were reported on accreditation reports, 1960-61.

Table XIII B.**AVERAGE SALARIES OF SCHOOL LIBRARIANS, 1960-61¹**

| | Average Salary |
|---|----------------|
| Junior High and High Schools ² | \$4,973 |
| Elementary Schools | 4,634 |

¹ Includes those full-time employed persons who devote at least one-half of their employed time to school library duties, for whom salaries were reported on accreditation reports, 1960-61.

² Includes librarians shared between elementary and high school.

Table XIII C.**AVERAGE SALARIES OF GUIDANCE AND COUNSELING PERSONNEL, 1960-61¹**

| | Average Salary |
|-----------------------------------|----------------|
| Junior High and High Schools..... | \$6,070 |

¹ Includes those full-time employed persons who devote at least one-half of their employed time to guidance and counseling duties, for whom salaries were reported on accreditation reports, 1960-61.

Table XIV.

VALUATION OF SCHOOL PROPERTY, BY COUNTIES, 1960-61

| County | Schoolhouses and Sites | Equipment | Total |
|----------------------|---------------------------|----------------------|----------------------|
| Beaverhead..... | \$ 1,893,891 | \$ 226,547 | \$ 2,120,438 |
| Big Horn..... | 2,923,378 | 310,982 | 3,234,360 |
| Blaine..... | 2,648,006 | 293,020 | 2,941,026 |
| Broadwater..... | 503,000 | 150,500 | 653,500 |
| Carbon..... | 2,674,535 | 376,052 | 3,050,587 |
| Carter..... | 426,250 | 79,100 | 505,350 |
| Cascade..... | 15,509,654 | 2,034,745 | 17,544,399 |
| Chouteau..... | 2,930,165 | 317,855 | 3,248,020 |
| Custer..... | 2,967,500 | 1,849,300 | 4,816,800 |
| Daniels..... | 1,205,880 | 124,145 | 1,330,025 |
| Dawson..... | 1,719,148 | 283,884 | 2,003,032 |
| Deer Lodge..... | 3,237,172 | 170,800 | 3,407,972 |
| Fallon..... | 1,589,450 | 207,725 | 1,797,175 |
| Fergus..... | 3,808,005 | 382,884 | 4,190,889 |
| Flathead..... | 9,851,954 | 1,080,345 | 10,932,299 |
| Gallatin..... | 8,822,974 | 803,250 | 9,626,224 |
| Garfield..... | 365,650 | 65,750 | 431,400 |
| Glacier..... | 3,049,850 | 201,850 | 3,251,700 |
| Golden Valley..... | 235,000 | 26,950 | 261,950 |
| Granite..... | 892,900 | 270,558 | 1,163,458 |
| Hill..... | 4,516,892 | 455,812 | 4,972,704 |
| Jefferson..... | 871,650 | 66,000 | 937,650 |
| Judith Basin..... | 1,769,202 | 399,700 | 2,168,902 |
| Lake..... | 2,757,457 | 670,667 | 3,428,124 |
| Lewis and Clark..... | 5,990,667 | 667,539 | 6,658,206 |
| Liberty..... | 863,288 | 161,000 | 1,024,288 |
| Lincoln..... | 2,747,500 | 377,300 | 3,124,800 |
| Madison..... | 1,510,108 | 227,334 | 1,737,442 |
| McCone..... | 912,604 | 258,082 | 1,170,686 |
| Meagher..... | 632,000 | 117,600 | 749,600 |
| Mineral..... | 795,200 | 169,900 | 965,100 |
| Missoula..... | 14,204,500 | 1,006,200 | 15,210,700 |
| Musselshell..... | 1,017,950 | 160,435 | 1,178,385 |
| Park..... | 3,450,385 | 544,289 | 3,994,674 |
| Petroleum..... | 182,500 | 47,200 | 229,700 |
| Phillips..... | 1,432,000 | 163,621 | 1,595,621 |
| Pondera..... | 2,501,300 | 297,925 | 2,799,225 |
| Powder River..... | 607,000 | 60,100 | 667,100 |
| Powell..... | 2,137,155 | 197,500 | 2,334,655 |
| Prairie..... | 630,750 | 61,150 | 691,900 |
| Ravalli..... | 2,635,624 | 319,808 | 2,955,432 |
| Richland..... | 3,354,700 | 317,000 | 3,671,700 |
| Roosevelt..... | 3,165,314 | 618,700 | 3,784,014 |
| Rosebud..... | 2,915,000 | 240,500 | 3,155,500 |
| Sanders..... | 2,390,000 | 468,542 | 2,858,542 |
| Sheridan..... | 1,967,954 | 285,900 | 2,253,854 |
| Silver Bow..... | 8,594,397 | 1,122,147 | 9,716,544 |
| Stillwater..... | 1,900,720 | 169,250 | 2,069,970 |
| Sweet Grass..... | 636,831 | 146,024 | 782,855 |
| Teton..... | 2,021,600 | 304,400 | 2,326,000 |
| Toole..... | 2,186,050 | 270,200 | 2,456,250 |
| Treasure..... | 336,000 | 58,500 | 394,500 |
| Valley..... | 4,288,550 | 554,350 | 4,842,900 |
| Wheatland..... | 969,056 | 93,700 | 1,062,756 |
| Wibaux..... | 682,000 | 71,350 | 753,350 |
| Yellowstone..... | 18,605,116 | 1,305,218 | 19,910,334 |
| TOTAL..... | \$173,433,382 | \$ 21,711,185 | \$195,144,567 |

Table XV.

PUPILS ENROLLED BY GRADES IN MONTANA SCHOOLS, 1960-61*

| Grade | Enrollment** |
|----------------------|----------------|
| Kindergarten | 3,226 |
| 1 | 15,740 |
| 2 | 14,941 |
| 3 | 14,280 |
| 4 | 13,550 |
| 5 | 12,929 |
| 6 | 12,838 |
| 7 | 13,023 |
| 8 | 12,714 |
| 9 | 10,951 |
| 10 | 9,408 |
| 11 | 8,877 |
| 12 | 8,095 |
| Ungraded | 86 |
| Special | 330 |
| Junior college | 75 |
| TOTAL | <u>151,063</u> |

*As reported by County Superintendents.
 **Original enrollment.

Table XVI.

**AVERAGE NUMBER BELONGING AND AVERAGE DAILY ATTENDANCE, 1960-61, AND
SCHOOL CENSUS, 1960, BY COUNTIES**

| County | ANB* | | ADA** | | School Census 6-21 Years |
|-----------------------|----------------|---------------|----------------|---------------|-----------------------------|
| | Elementary | High School | Elementary | High School | |
| Beaverhead | 1,177 | 370 | 1,137 | 341 | 1,768 |
| Big Horn | 1,780 | 532 | 1,675 | 499 | 3,841 |
| Blaine | 1,494 | 476 | 1,439 | 449 | 2,845 |
| Broadwater | 502 | 177 | 476 | 170 | 844 |
| Carbon | 1,361 | 630 | 1,309 | 600 | 2,466 |
| Carter | 413 | 129 | 385 | 122 | 733 |
| Cascade | 11,479 | 3,081 | 10,811 | 2,904 | 20,258 |
| Chouteau | 1,384 | 452 | 1,322 | 436 | 2,269 |
| Custer | 1,907 | 725*** | 1,758 | 677*** | 3,978 |
| Daniels | 656 | 258 | 630 | 247 | 1,128 |
| Dawson | 2,086 | 828*** | 1,956 | 795*** | 3,673 |
| Deer Lodge | 1,868 | 727 | 1,723 | 697 | 4,759 |
| Fallon | 774 | 259 | 742 | 248 | 1,206 |
| Fergus | 2,446 | 769 | 2,342 | 719 | 4,048 |
| Flathead | 5,832 | 2,044 | 5,514 | 1,910 | 9,965 |
| Gallatin | 3,702 | 1,155 | 3,541 | 1,109 | 6,924 |
| Garfield | 353 | 107 | 334 | 103 | 574 |
| Glacier | 2,013 | 540 | 1,927 | 507 | 4,350 |
| Golden Valley | 217 | 88 | 210 | 85 | 354 |
| Granite | 517 | 199 | 495 | 187 | 905 |
| Hill | 2,969 | 861 | 2,849 | 817 | 5,685 |
| Jefferson | 647 | 233 | 609 | 216 | 998 |
| Judith Basin | 527 | 194 | 506 | 184 | 901 |
| Lake | 2,410 | 892 | 2,274 | 831 | 4,293 |
| Lewis and Clark | 4,023 | 1,358 | 3,793 | 1,262 | 7,694 |
| Liberty | 516 | 178 | 504 | 172 | 845 |
| Lincoln | 2,400 | 751 | 2,299 | 714 | 3,878 |
| Madison | 786 | 321 | 754 | 304 | 1,504 |
| McCone | 650 | 195 | 630 | 189 | 1,076 |
| Meagher | 435 | 148 | 411 | 139 | 735 |
| Mineral | 551 | 220 | 531 | 206 | 933 |
| Missoula | 6,551 | 2,316 | 6,270 | 2,151 | 12,905 |
| Musselshell | 851 | 305 | 823 | 294 | 1,321 |
| Park | 2,032 | 868 | 1,935 | 808 | 3,606 |
| Petroleum | 154 | 50 | 149 | 49 | 248 |
| Phillips | 1,003 | 356 | 974 | 339 | 1,730 |
| Pondera | 1,585 | 474 | 1,521 | 448 | 2,465 |
| Powder River | 462 | 145 | 434 | 141 | 751 |
| Powell | 1,092 | 401 | 1,011 | 375 | 2,099 |
| Prairie | 420 | 160 | 402 | 154 | 714 |
| Ravalli | 2,188 | 894 | 2,096 | 845 | 3,812 |
| Richland | 1,802 | 806 | 1,749 | 770 | 3,293 |
| Roosevelt | 2,334 | 730 | 2,243 | 698 | 5,139 |
| Rosebud | 934 | 300 | 889 | 283 | 2,098 |
| Sanders | 1,135 | 423 | 1,074 | 399 | 1,926 |
| Sheridan | 1,225 | 426 | 1,185 | 408 | 1,903 |
| Silver Bow | 5,129 | 1,811 | 3,673 | 1,739 | 12,878 |
| Stillwater | 918 | 375 | 876 | 355 | 1,583 |
| Sweet Grass | 486 | 205 | 464 | 196 | 877 |
| Teton | 1,344 | 488 | 1,294 | 468 | 2,298 |
| Toole | 1,349 | 467 | 1,295 | 444 | 2,372 |
| Treasure | 245 | 76 | 234 | 73 | 402 |
| Valley | 3,046 | 851 | 2,915 | 805 | 4,653 |
| Wheatland | 558 | 193 | 528 | 182 | 907 |
| Wibaux | 330 | 93 | 321 | 90 | 543 |
| Yellowstone | 13,326 | 4,073 | 12,688 | 3,831 | 24,022 |
| TOTAL | 108,374 | 36,183 | 101,929 | 34,184 | 199,975 |

*Average number belonging, a term defined by the Foundation Program law for calculating state equalization aid to schools.

**Average daily attendance, a term denoting aggregate attendance divided by days taught.

***Including junior college.

Table XVII.

**1960-61 FOUNDATION PROGRAM COMPARISONS, BY SELECTED ANB GROUPINGS AND BY
ELEMENTARY AND HIGH SCHOOLS: NUMBER OF DISTRICTS, ANB AND FOUNDATION
PROGRAM SCHEDULE AMOUNTS**

ELEMENTARY SCHOOLS

| ANB Grouping | District Budgets | | ANB (1959-60)* | | Foundation Program | |
|----------------|------------------|------------|----------------|------------|--------------------|------------|
| | Number | Per Cent** | Number | Per Cent** | Amount | Per Cent** |
| 1- 8 | 208 | 24.2 | 1,173 | 1.1 | \$ 693,200 | 2.6 |
| 9- 17 | 240 | 27.9 | 2,943 | 2.8 | 1,045,625 | 4.0 |
| 18- 40 | 156 | 18.1 | 3,928 | 3.8 | 1,329,225 | 5.1 |
| 41-100 | 114 | 13.2 | 7,594 | 7.3 | 2,240,170 | 8.6 |
| 101-300 | 85 | 9.9 | 15,074 | 14.5 | 3,861,245 | 14.8 |
| Over 300 | 58 | 6.7 | 73,391 | 70.5 | 16,959,112 | 64.9 |
| Total | 861 | 100.0 | 104,103 | 100.0 | \$26,128,577 | 100.0 |

HIGH SCHOOLS

| | | | | | | |
|----------------|-----|-------|---------|-------|--------------|-------|
| 1- 40 | 35 | 20.1 | 957 | 2.7 | 507,210 | 4.6 |
| 41- 60 | 20 | 11.5 | 975 | 2.8 | 485,612 | 4.4 |
| 61-100 | 42 | 24.1 | 3,264 | 9.3 | 1,393,413 | 12.6 |
| 101-200 | 42 | 24.1 | 6,029 | 17.3 | 2,067,130 | 18.6 |
| 201-300 | 8 | 4.6 | 1,982 | 5.7 | 599,820 | 5.4 |
| 301-650 | 18 | 10.4 | 7,699 | 22.0 | 2,248,579 | 20.3 |
| Over 650 | 9 | 5.2 | 14,025 | 40.2 | 3,780,286 | 34.1 |
| Total | 174 | 100.0 | 34,391 | 100.0 | \$11,082,050 | 100.0 |
| TOTAL | | | 139,034 | | \$37,210,627 | |

*The Foundation Program for any year is based on the Average Number Belonging (ANB) of the preceding year.

**Per cent of the number (or amount) attributable to a given ANB Grouping in the total number (or amount) attributable to all elementary schools, or to all high schools, as applicable.

Table XVII.—continued

**1960-61 FOUNDATION PROGRAM COMPARISONS, BY SELECTED ANB GROUPINGS AND BY
ELEMENTARY AND HIGH SCHOOLS: GENERAL FUND BUDGET AMOUNTS AND DISTRICT
LEVIES FOR PERMISSIVE AND VOTED AMOUNTS**

ELEMENTARY SCHOOLS

| ANB Grouping | General Fund Budget | | Permissive Levies | | Voted Levies | |
|----------------|---------------------|-----------|-------------------|-----------|--------------|-----------|
| | Amount | Per Cent* | Amount | Per Cent* | Amount | Per Cent* |
| 1- 8 | \$ 982,678 | 2.7 | \$ 184,589 | 2.7 | \$ 104,889 | 2.9 |
| 9- 17 | 1,460,929 | 4.0 | 267,486 | 3.9 | 147,818 | 4.0 |
| 18- 40 | 1,842,373 | 5.0 | 327,201 | 4.8 | 185,947 | 5.1 |
| 41-100 | 3,087,898 | 8.4 | 537,398 | 7.8 | 310,330 | 8.5 |
| 101-300 | 5,402,106 | 14.8 | 952,656 | 13.9 | 588,205 | 16.0 |
| Over 300 | 23,862,667 | 65.1 | 4,579,109 | 66.9 | 2,324,446 | 63.5 |
| Total | \$36,638,651 | 100.0 | \$6,848,439 | 100.0 | \$3,661,635 | 100.0 |

HIGH SCHOOLS

| | | | | | | |
|----------------|--------------|-------|-------------|-------|-------------|-------|
| 1- 40 | \$ 1,040,118 | 6.0 | \$ 151,614 | 5.3 | \$ 381,294 | 10.9 |
| 41- 60 | 775,658 | 4.4 | 134,811 | 4.7 | 155,235 | 4.4 |
| 61-100 | 2,208,451 | 12.7 | 394,676 | 13.9 | 420,362 | 12.0 |
| 101-200 | 3,144,518 | 18.1 | 512,735 | 18.1 | 564,653 | 16.2 |
| 201-300 | 883,717 | 5.1 | 147,615 | 5.2 | 136,282 | 3.9 |
| 301-650 | 3,370,317 | 19.3 | 553,487 | 19.5 | 568,251 | 16.3 |
| Over 650 | 5,995,618 | 34.4 | 944,733 | 33.3 | 1,270,599 | 36.3 |
| Total | \$17,418,397 | 100.0 | \$2,839,671 | 100.0 | \$3,496,676 | 100.0 |
| TOTAL | \$54,057,048 | | \$9,688,110 | | \$7,158,311 | |

*Per cent of the amount attributable to a given ANB Grouping in the total amount attributable to all elementary schools, or to all high schools, as applicable.

Table XVII.—continued

1960-61 FOUNDATION PROGRAM COMPARISONS, BY SELECTED ANB GROUPINGS AND BY
ELEMENTARY AND HIGH SCHOOLS: USE OF PERMISSIVE AND VOTED LEVIES

ELEMENTARY SCHOOLS

| ANB Grouping | Districts Using Less Than Full Permissive Amount | | Districts Using Full Permissive Amount | | Districts Voting Special Levy | |
|----------------|---|-----------|---|-----------|----------------------------------|-----------|
| | Number | Per Cent* | Number | Per Cent* | Number | Per Cent* |
| 1- 8 | 53 | 25.5 | 155 | 74.5 | 83 | 39.9 |
| 9- 17 | 66 | 27.5 | 174 | 72.5 | 98 | 40.8 |
| 18- 40 | 53 | 34.0 | 103 | 66.0 | 52 | 33.3 |
| 41-100 | 29 | 25.4 | 85 | 74.6 | 58 | 50.9 |
| 101-300 | 18 | 21.2 | 67 | 78.8 | 45 | 52.9 |
| Over 300 | 13 | 22.4 | 45 | 77.6 | 32 | 55.2 |
| Total | 232 | Av. 26.9 | 629 | Av. 73.1 | 368 | Av. 42.7 |

HIGH SCHOOLS

| | | | | | | |
|----------------|-----|---------|-----|----------|-----|----------|
| 1- 40 | 1 | 2.9 | 34 | 97.1 | 33 | 94.3 |
| 41- 60 | 2 | 10.0 | 18 | 90.0 | 11 | 55.0 |
| 61-100 | 5 | 11.9 | 37 | 88.1 | 30 | 71.4 |
| 101-200 | 2 | 4.8 | 40 | 95.2 | 36 | 85.7 |
| 201-300 | 0 | 0.0 | 8 | 100.0 | 7 | 87.5 |
| 301-650 | 2 | 11.1 | 16 | 88.9 | 15 | 83.3 |
| Over 650 | 1 | 11.1 | 8 | 88.9 | 6 | 66.6 |
| Total | 13 | Av. 7.5 | 161 | Av. 92.5 | 138 | Av. 79.3 |
| TOTAL | 245 | | 790 | | 506 | |

*Percentage based on the total number of districts in the applicable ANB Grouping.

Table XVIII.

SOURCES OF REVENUE FOR MONTANA SCHOOLS, 1961-62

| | Amount | Percent of Total |
|--------------------|--------------|------------------|
| Local Funds..... | \$60,753,669 | 72% |
| State Funds..... | 19,426,584 | 23% |
| Federal Funds..... | 3,899,960 | 5% |
| TOTAL..... | \$84,080,213 | 100% |

Table XIX.

EXPENDITURES FROM SCHOOL DISTRICT FUNDS, 1961-62*

| Fund | |
|-------|--|
| I. | General Maintenance and Operation..... \$59,427,792 |
| II. | Transportation ¹ 4,439,358 |
| III. | Bus Depreciation Reserve ² 335,110 |
| IV. | Self-Supporting School Lunch Fund ³ 2,673,412 |
| V. | Elementary Schools Tuition Fund ⁴ 485,192 |
| VI. | Retirement Fund..... 1,624,420 |
| VII. | Debt Service Fund..... 7,858,706 |
| VIII. | Miscellaneous Federal Funds ⁵ 410,434 |
| IX. | Building Fund..... 7,240,135 |
| XV. | Adult Education Fund..... 135,442 |
| XVI. | Housing and Dormitory Fund..... 83,145 |
| | TOTAL ⁶ \$84,080,213 |

Note: For description of the several School District Funds, with purposes and authorized sources of revenue, see *Handbook of Montana School Finance and Statistics: Expenditure and Revenue Accounting Code*.

*As reported by County Superintendents.

¹ Includes \$147,741 in payments made by one district to another; this amount is shown as an expenditure by both districts. Net transportation cost to be financed thus is \$4,291,617.

² Amount added in 1961-62 to Bus Depreciation Funds of all districts.

³ Non-tax supported.

⁴ This amount is duplicated in General Fund expenditure amount, since it is reported once as a tuition expenditure by the sending district and again as general expenditure by the receiving district. Total school expenditures to be financed thus exclude \$485,192.

⁵ Federal funds for vocational education and the National Defense Education Act programs.

⁶ Excluding duplicated amounts; see footnotes 1 and 4.

Table XX.**STATE PUBLIC SCHOOL EQUALIZATION FUND, 1961-62****Receipts**

| | |
|---|---------------------|
| Appropriation from General Fund for Public School Equalization..... | \$ 8,057,374 |
| Appropriation from General Fund for School Transportation Reimbursement..... | 1,013,600 |
| 25% Individual Income Tax..... | 3,039,231 |
| 25% Corporation License Tax..... | 1,100,245 |
| U. S. Oil and Gas Royalties..... | 878,500 |
| Miscellaneous*..... | 1,050 |
| Balance, July 1, 1961..... | 597,779 |
| TOTAL..... | \$14,687,779 |

Expenditures

| | |
|---|---------------------|
| Equalization on Foundation Program..... | \$13,315,814 |
| Transportation on Schedule**..... | 976,498 |
| Transportation Administration..... | 13,230 |
| Vocational Education Reimbursement***..... | 35,000 |
| Vocational Education Administration..... | 29,599 |
| Tuition paid to Twin Bridges High School District for Montana Children's Center..... | 11,250 |
| Other Government Services: | |
| Board of Education..... | \$13,454 |
| Board of Equalization..... | 95,606 |
| School Lunch..... | 28,948 |
| Correspondence School..... | 20,995 |
| Visual Education..... | 33,995 |
| Special Education..... | 11,962 |
| TOTAL..... | \$14,586,351 |

*Including transportation reimbursement refunded to State.

**Including amount, paid to County, later refunded to State.

***Including payment to Northern Montana College.

Table XXI.

INTEREST AND INCOME FUND, 1961

Sources of Revenue

| | | |
|---|-----------|-----------|
| Grazing Rentals..... | \$ | 614,607 |
| Agricultural Rentals..... | | 1,418,383 |
| Grazing Fees, State Forester..... | | 10,316 |
| Interest on Land Sales Contracts..... | | 236,601 |
| Interest on Bonds and Certificates..... | | 110,857 |
| Montana Trust and Legacy Fund Earned Interest..... | | 1,259,980 |
| Rentals and Penalties on Oil and Gas Leases..... | | 847,301 |
| Soil Conservation..... | | 1,705 |
| Total Earnings..... | \$ | 4,499,750 |
| LESS: 5% to Permanent Fund..... | \$223,381 | |
| Service Charges and Accrued Interest Paid for Purchase of Bonds and Short- term Certificates..... | 32,139 | 255,520 |
| TOTAL..... | \$ | 4,244,230 |

Table XXII.

PUBLIC SCHOOL CLASSROOM UNIT ASSISTANCE FUND, 1961-62

| | | |
|--------------------------------------|----|---------|
| Appropriation from General Fund..... | \$ | 855,544 |
| Distributed to Schools..... | | 855,416 |
| Balance, June 30, 1962..... | \$ | 128 |

Table XXIII.

STATE SCHOOL FUNDS DISTRIBUTED TO COUNTIES, 1961-62

| County | Equalization | | Vocational Education | Interest and Income | Transportation | Classroom Unit Assistance | Total |
|-----------------------|--------------|--------------|-------------------------|------------------------|----------------|---------------------------------|--------------|
| | Elementary | High School | | | | | |
| Beaverhead | \$ 115,747 | \$ 24,247 | \$ 250 | \$ 39,280 | \$ 10,045 | \$ 10,338 | \$ 199,907 |
| Big Horn | 159,360 | 60,294 | 250 | 79,777 | 28,991 | 13,785 | 342,457 |
| Blaine | 155,271 | 64,299 | 500 | 59,229 | 21,830 | 13,785 | 314,914 |
| Broadwater | 29,294 | 7,385 | ..... | 17,886 | 6,376 | 3,957 | 64,898 |
| Carbon | 82,855 | 79,485 | 2,947 | 49,451 | 21,007 | 13,657 | 249,402 |
| Carter | 55,913 | 10,071 | ..... | 14,152 | 5,996 | 4,595 | 90,727 |
| Cascade | 1,045,956 | 186,189 | 2,161 | 445,097 | 41,008 | 79,262 | 1,799,673 |
| Chouteau | 132,924 | 10,510 | 1,686 | 47,697 | 28,461 | 14,168 | 235,446 |
| Custer | 171,829 | 83,577* | 250 | 86,131 | 10,065 | 15,189 | 367,041 |
| Daniels | 69,808 | 44,036 | 260 | 23,910 | 14,000 | 6,509 | 158,523 |
| Dawson | 201,940 | 100,805** | 250 | 77,198 | 20,353 | 18,124 | 418,670 |
| Deer Lodge | 127,398 | 44,006 | 500 | 96,095 | 16,125 | 12,891 | 297,015 |
| Fallon ..... | ..... | ..... | 2,291 | 25,788 | 5,942 | ..... | 34,021 |
| Fergus | 255,872 | 108,008 | ..... | 92,196 | 24,593 | 22,209 | 502,878 |
| Flathead | 550,681 | 275,259 | 1,157 | 209,995 | 23,251 | 44,162 | 1,104,505 |
| Gallatin | 351,319 | 104,273 | 1,704 | 147,939 | 26,611 | 28,335 | 660,181 |
| Garfield | 67,926 | 5,201 | 1,041 | 12,131 | 8,065 | 5,488 | 99,852 |
| Glacier | 166,719 | 22,413 | 403 | 94,177 | 17,564 | 14,550 | 315,826 |
| Golden Valley | 22,175 | 15,237 | ..... | 7,406 | 3,602 | 2,680 | 51,100 |
| Granite | 26,502 | 26,258 | 250 | 19,083 | 6,062 | 4,595 | 82,750 |
| Hill | 279,183 | 105,208 | 400 | 118,789 | 21,945 | 24,506 | 550,031 |
| Jefferson | 64,726 | 26,009 | 585 | 23,477 | 13,337 | 6,254 | 134,388 |
| Judith Basin | 23,546 | 2,880 | ..... | 20,053 | 14,001 | 6,382 | 66,862 |
| Lake | 218,384 | 150,456 | 505 | 92,609 | 26,281 | 17,614 | 505,849 |
| Lewis and Clark | 365,840 | 96,340 | 2,385 | 164,340 | 23,887 | 30,122 | 682,914 |
| Liberty | 43,533 | 7,512 | ..... | 17,680 | 13,640 | 5,871 | 88,236 |
| Lincoln | 231,338 | 115,927 | ..... | 83,016 | 24,912 | 17,614 | 472,807 |
| Madison | 84,548 | 56,054 | 260 | 29,522 | 16,720 | 7,147 | 194,251 |
| McCone | 80,101 | 21,050 | 250 | 20,960 | 12,464 | 6,765 | 141,590 |
| Meagher | 22,792 | 6,223 | ..... | 15,844 | 7,400 | 3,574 | 55,833 |
| Mineral | 56,183 | 48,508 | ..... | 20,073 | 8,434 | 5,438 | 138,686 |
| Missoula | 557,344 | 297,754 | 413 | 268,131 | 21,669 | 46,332 | 1,191,643 |
| Musselshell | 77,726 | 27,526 | 260 | 28,202 | 5,037 | 6,382 | 145,133 |
| Park | 197,825 | 139,819 | 1,100 | 74,805 | 13,046 | 18,380 | 444,975 |
| Petroleum | 14,737 | 8,069 | ..... | 5,261 | 1,489 | 1,914 | 31,470 |
| Phillips | 111,400 | 41,186 | 250 | 35,711 | 17,677 | 10,594 | 216,818 |
| Pondera | 163,485 | 30,555 | 510 | 50,750 | 19,453 | 14,040 | 278,793 |
| Powder River | 64,952 | 9,728 | ..... | 15,452 | 12,421 | 5,616 | 108,169 |
| Powell | 68,795 | 32,056 | 250 | 45,325 | 15,417 | 9,317 | 171,160 |
| Prairie | 30,688 | ..... | ..... | 15,039 | 8,068 | 2,808 | 56,603 |
| Ravalli | 199,859 | 158,045 | 796 | 80,107 | 23,792 | 17,614 | 480,213 |
| Richland | 185,542 | 128,424 | 510 | 69,194 | 24,141 | 16,465 | 424,276 |
| Roosevelt | 183,576 | 83,643 | 3,046 | 106,988 | 32,251 | 18,890 | 428,394 |
| Rosebud | 11,934 | ..... | 250 | 41,591 | 24,999 | 5,616 | 84,390 |
| Sanders | 24,441 | 26,876 | 250 | 40,662 | 21,105 | 10,977 | 124,311 |
| Sheridan | 136,440 | 72,433 | 1,148 | 40,889 | 27,895 | 11,870 | 290,675 |
| Silver Bow | 406,361 | 119,683 | 317 | 270,152 | 10,726 | 36,249 | 843,488 |
| Stillwater | 81,320 | 50,523 | 1,376 | 31,936 | 17,389 | 9,700 | 192,244 |
| Sweet Grass | 44,086 | 8,254 | 250 | 17,494 | 5,535 | 5,744 | 81,363 |
| Teton | 129,894 | 54,654 | 750 | 49,430 | 25,936 | 11,998 | 272,662 |
| Toole | 120,875 | 32,217 | 345 | 48,027 | 14,853 | 12,508 | 228,825 |
| Treasure | 24,115 | 8,557 | ..... | 8,396 | 5,913 | 2,297 | 49,278 |
| Valley | 296,250 | 130,501 | 1,700 | 113,487 | 44,946 | 24,634 | 611,518 |
| Wheatland | 48,704 | 18,484 | 250 | 17,433 | 4,921 | 5,361 | 95,153 |
| Wibaux ..... | ..... | ..... | ..... | 10,748 | 5,525 | ..... | 16,273 |
| Yellowstone | 1,207,019 | 282,076 | 576 | 508,039 | 49,320 | 90,494 | 2,137,524 |
| TOTAL | \$ 9,647,031 | \$ 3,668,783 | \$ 34,632 | \$ 4,244,230 | \$ 976,492 | \$ 855,416 | \$19,426,584 |

*Includes \$14,598 for Custer County Junior College.

**Includes \$16,736 for Dawson County Junior College.

Table XXIV.

FEDERAL SCHOOL FUNDS DISTRIBUTED TO COUNTIES, 1961-62*

| County | Indian | Vocational | Lunch | Forest | Public Law 815 | Public Law 874 | Taylor Grazing | Total |
|-----------------------|------------------|------------------|------------------|------------------|-------------------|--------------------|-------------------|--------------------|
| Beaverhead | \$ | \$ 2,073 | \$ 3,895 | \$ 6,616 | \$ | \$ 17,798 | \$ 3,176 | \$ 33,558 |
| Big Horn | 1,275 | 2,235 | 9,471 | ..... | ..... | 165,254 | 385 | 178,620 |
| Blaine | 2,800 | 3,097 | 9,576 | ..... | 35,188 | 102,191 | 344 | 153,196 |
| Broadwater | | | 2,288 | 843 | ..... | ..... | 189 | 3,320 |
| Carbon | | 2,630 | 13,810 | 2,390 | ..... | ..... | 198 | 19,028 |
| Carter | | | | 712 | ..... | ..... | 1,028 | 1,740 |
| Cascade | | 16,449 | 87,001 | 689 | 607,674 | 377,104 | 187 | 1,089,104 |
| Chouteau | | 3,419 | 5,179 | 124 | ..... | ..... | 1,063 | 9,785 |
| Custer | | 4,487 | 2,727 | ..... | ..... | 51,688 | 527 | 59,429 |
| Daniels | | 1,345 | 4,229 | ..... | ..... | ..... | ..... | 5,574 |
| Dawson | | 2,915 | 7,570 | ..... | ..... | ..... | 98 | 10,583 |
| Deer Lodge | | 3,146 | 11,099 | 632 | ..... | ..... | 75 | 14,952 |
| Fallon | | 1,536 | 1,089 | ..... | ..... | ..... | 96 | 2,721 |
| Fergus | | 2,165 | 8,793 | 360 | ..... | 7,412 | 496 | 19,226 |
| Flathead | | 8,718 | 25,644 | 30,785 | ..... | 27,812 | 3 | 92,962 |
| Gallatin | | 4,079 | 10,906 | 2,334 | ..... | ..... | 138 | 17,457 |
| Garfield | | | | | | | 1,124 | 1,124 |
| Glacier | 8,657 | 1,329 | 11,593 | 98 | ..... | 173,097 | 10 | 194,784 |
| Golden Valley | | | 1,338 | 92 | ..... | ..... | 14 | 1,444 |
| Granite | | 224 | 2,882 | 5,383 | ..... | ..... | 350 | 8,839 |
| Hill | | 2,660 | 14,067 | ..... | 27,000 | 66,297 | 133 | 110,157 |
| Jefferson | | 2,015 | 1,814 | 1,905 | ..... | ..... | 128 | 5,865 |
| Judith Basin | | 809 | 5,149 | 1,138 | ..... | ..... | 146 | 7,242 |
| Lake | 42,364 | 12,632 | 18,083 | 2,634 | ..... | 31,550 | ..... | 107,263 |
| Lewis and Clark | | 733 | 14,370 | 5,744 | ..... | 44,660 | 361 | 65,868 |
| Liberty | | 440 | 3,668 | ..... | ..... | ..... | 200 | 4,308 |
| Lincoln | | | 5,887 | 38,306 | ..... | 16,346 | ..... | 60,539 |
| Madison | | 1,196 | 9,008 | 3,652 | ..... | ..... | 1,159 | 15,015 |
| McCone | | 706 | 2,348 | ..... | ..... | ..... | 362 | 3,416 |
| Meagher | | 978 | 2,428 | 1,767 | ..... | ..... | 133 | 5,306 |
| Mineral | | | 3,761 | 10,741 | ..... | ..... | 8 | 14,510 |
| Missoula | | 12,710 | 14,943 | 11,225 | ..... | 25,221 | 162 | 64,261 |
| Musselshell | | 159 | 1,838 | ..... | ..... | ..... | 154 | 2,151 |
| Park | | 2,248 | 3,376 | 3,332 | 13,812 | 5,093 | 134 | 27,995 |
| Petroleum | | | 749 | ..... | ..... | ..... | 265 | 1,014 |
| Phillips | | 2,618 | 5,516 | 108 | ..... | 7,962 | 970 | 17,174 |
| Pondera | | 2,657 | 9,574 | 414 | 13,301 | 51,291 | 11 | 77,248 |
| Powder River | | 992 | 1,605 | 2,707 | ..... | ..... | 512 | 5,816 |
| Powell | | 2,902 | 4,768 | 7,702 | ..... | ..... | 387 | 15,759 |
| Prairie | | | 1,787 | ..... | ..... | ..... | 106 | 1,893 |
| Ravalli | | 2,372 | 13,865 | 3,311 | ..... | 11,564 | 7 | 31,119 |
| Richland | | 2,958 | 7,772 | ..... | ..... | ..... | 733 | 11,463 |
| Roosevelt | 12,000 | 912 | 15,397 | ..... | ..... | 88,922 | 111 | 117,342 |
| Rosebud | | 265 | 7,098 | 764 | 21,285 | 85,348 | 1,206 | 115,966 |
| Sanders | | 198 | 6,467 | 19,163 | ..... | 30,913 | ..... | 56,741 |
| Sheridan | | 1,719 | 8,614 | ..... | ..... | 5,261 | 1 | 15,595 |
| Silver Bow | | 6,606 | 10,355 | 756 | ..... | ..... | 67 | 17,784 |
| Stillwater | | | 6,246 | 1,497 | ..... | ..... | 60 | 7,803 |
| Sweet Grass | | 1,567 | 1,128 | 1,381 | ..... | ..... | 201 | 4,277 |
| Teton | | 4,052 | 12,755 | 914 | ..... | 3,595 | 125 | 21,441 |
| Toole | | 1,790 | 5,357 | ..... | ..... | ..... | 372 | 7,519 |
| Treasure | | | 1,800 | ..... | ..... | ..... | 132 | 1,932 |
| Valley | | 5,930 | 19,849 | ..... | 190,515 | 405,224 | 876 | 622,394 |
| Wheatland | | 193 | 794 | 257 | ..... | ..... | 35 | 1,279 |
| Wibaux | | 1,623 | 1,333 | ..... | ..... | ..... | 324 | 3,280 |
| Yellowstone | | 9,048 | 51,595 | ..... | ..... | ..... | 141 | 60,784 |
| TOTAL | \$ 67,096 | \$145,535 | \$514,257 | \$170,476 | \$908,775 | \$1,801,603 | \$ 19,223 | \$3,626,965 |

*Excluding NDEA Funds. See Table XXV.

Table XXV.

NDEA FUNDS DISTRIBUTED TO COUNTIES, 1961-62

| County | Title III* Elementary | Title III* High School | Title V** High School | Title VIII*** High School | Total |
|-----------------------|--------------------------|---------------------------|--------------------------|------------------------------|------------------|
| Beaverhead | \$ 2,401 | \$ 2,039 | \$ | \$ | \$ 4,440 |
| Big Horn ..... | ..... | ..... | 1,122 | ..... | 1,122 |
| Blaine | 1,485 | 770 | ..... | ..... | 2,255 |
| Broadwater ..... | ..... | ..... | ..... | ..... | ..... |
| Carbon | 175 | 4,662 | ..... | ..... | 4,837 |
| Carter ..... | ..... | ..... | ..... | ..... | ..... |
| Cascade | 11,051 | 6,341 | 11,288 | 6,537 | 35,217 |
| Chouteau | 960 | 1,679 | 529 | ..... | 3,168 |
| Custer | 331 | 5,766 | ..... | 125 | 6,222 |
| Daniels | 604 | 1,270 | 452 | ..... | 2,326 |
| Dawson | 1,524 | 2,604 | 4,405 | 115 | 8,648 |
| Deer Lodge | 1,271 | 1,517 | 3,578 | ..... | 6,366 |
| Fallon ..... | ..... | 7,008 | 467 | ..... | 7,475 |
| Fergus | 639 | 10,119 | 16 | ..... | 10,774 |
| Flathead | 2,603 | 380 | 506 | 395 | 3,884 |
| Gallatin | 713 | 2,313 | 2,149 | 120 | 5,295 |
| Garfield ..... | ..... | ..... | ..... | ..... | ..... |
| Glacier | 1,016 | 575 | 1,234 | ..... | 2,825 |
| Golden Valley ..... | ..... | 4,904 | ..... | ..... | 4,904 |
| Granite ..... | ..... | 2,557 | 254 | ..... | 2,811 |
| Hill | 2,199 | 6,025 | 886 | ..... | 9,110 |
| Jefferson | 222 | 602 | 984 | ..... | 1,808 |
| Judith Basin | 60 | 1,169 | ..... | ..... | 1,229 |
| Lake | 711 | 1,088 | 1,216 | ..... | 3,015 |
| Lewis and Clark | 1,658 | 1,393 | 4,890 | 3,596 | 11,537 |
| Liberty | 248 | 285 | 733 | ..... | 1,266 |
| Lincoln | 305 | 2,605 | 1,428 | ..... | 4,338 |
| Madison | 547 | 47 | ..... | ..... | 594 |
| McCone | 332 | 336 | ..... | ..... | 668 |
| Meagher | 241 | ..... | ..... | ..... | 241 |
| Mineral | 27 | 3,716 | 712 | ..... | 4,455 |
| Missoula | 8,904 | 3,760 | 449 | 187 | 13,300 |
| Musselshell | 128 | 217 | ..... | ..... | 345 |
| Park | 334 | 5,087 | 1,858 | ..... | 7,279 |
| Petroleum ..... | ..... | 111 | ..... | ..... | 111 |
| Phillips | 406 | 366 | 1,293 | ..... | 2,065 |
| Pondera | 634 | 128 | 723 | ..... | 1,485 |
| Powder River | 292 | 488 | ..... | ..... | 780 |
| Powell | 351 | 424 | 1,502 | ..... | 2,277 |
| Prairie ..... | ..... | ..... | ..... | ..... | ..... |
| Ravalli | 1,902 | 9,000 | 1,304 | ..... | 12,206 |
| Richland | 788 | 8,971 | 2,755 | ..... | 12,514 |
| Roosevelt | 587 | 13,067 | 2,096 | ..... | 15,750 |
| Rosebud | 336 | 62 | 800 | ..... | 1,198 |
| Sanders | 503 | 2,216 | ..... | ..... | 2,719 |
| Sheridan | 217 | 1,114 | 509 | ..... | 1,840 |
| Silver Bow | 5,800 | 5,302 | 1,968 | ..... | 13,070 |
| Stillwater | 303 | 819 | ..... | ..... | 1,122 |
| Sweet Grass | 33 | 149 | 278 | ..... | 460 |
| Teton | 508 | 4,133 | 1,040 | ..... | 5,681 |
| Toole | 548 | 3,785 | 1,013 | ..... | 5,346 |
| Treasure | 81 | 318 | ..... | ..... | 399 |
| Valley | 1,124 | 984 | 2,056 | 270 | 4,434 |
| Wheatland | 1,135 | 2,138 | 1,371 | ..... | 4,644 |
| Wibaux | 121 | 309 | ..... | ..... | 430 |
| Yellowstone | 2,846 | 8,459 | 1,405 | ..... | 12,710 |
| TOTAL | \$ 59,204 | \$143,177 | \$ 59,269 | \$ 11,345 | \$272,995 |

*Title III—Assistance for strengthening science, mathematics and modern foreign language instruction.

**Title V—Guidance, Counseling and Testing, including accredited junior high schools.

***Title VIII—Area Vocational Education Program—Program also included payment to Northern Montana College.

Table XXVI.

EXPENDITURES FOR VOCATIONAL EDUCATION IN MONTANA, 1961-62

| LOCAL FUNDS | | | | | | |
|--|-------------|---------------------------|-------------------|---------------------|----------------------|--------------------|
| | Agriculture | Distributive Education | Home Economics | Trade & Industry | Practical Nursing | Area Vocational |
| | | | | | | Total |
| Instruction | \$195,356 | \$ 15,080 | \$202,067 | \$ 87,968 | \$ 10,608 | \$ 11,345 |
| | | | | | | \$522,424 |
| STATE FUNDS | | | | | | |
| Supervision and Administration, State Funds | 17,427 | 3,164 | 14,471 | 8,892 | 5,342 | 3,629 |
| Instruction, State Funds | 16,000 | ----- | 16,275 | 12,085** | ----- | ----- |
| Instruction, State Institution Funds..... | ----- | 2,438 | ----- | 11,293 | 3,656 | 8,305 |
| Teacher Training, State Institution Funds | 18,590 | ----- | 9,450 | ----- | ----- | ----- |
| Total | \$ 52,017 | \$ 5,602 | \$ 40,196 | \$ 32,270 | \$ 8,998 | \$ 11,934 |
| | | | | | | 28,040 |
| | | | | | | \$151,017 |
| FEDERAL FUNDS | | | | | | |
| Supervision and Administration..... | \$ 10,741 | \$ 3,884 | 12,318 | \$ 7,248 | \$ 3,192 | \$ 330 |
| Instruction*** | 61,869 | 11,338 | 32,568 | 42,714 | 14,279 | 19,649 |
| Teacher Training***** | 6,197 | ----- | 9,450 | ----- | ----- | ----- |
| Total | \$ 78,807 | \$ 15,222 | \$ 54,336 | \$ 49,962 | \$ 17,471 | \$ 19,979 |
| | | | | | | \$235,777 |
| TOTAL | \$326,180 | \$ 35,904 | \$296,599 | \$170,200 | \$ 37,077 | \$ 43,258 |
| | | | | | | \$909,218 |

*Includes \$2,441 expended for purposes not applicable for federal matching.

**Includes fireman training.

***Reimbursements to schools and instructors; reimbursements to University of Montana units for less-than-college-grade training; and fireman training.

*****Reimbursements to University of Montana units.

Table XXVII.

EXPENDITURES OF SCHOOL DISTRICT REVENUE, BY COUNTIES, 1961-62

(FIRST OF
TWO PAGES)

| County | General Fund | Transportation Fund | Bus Reserve Fund | School Lunch Fund ¹ | Elementary Tuition Fund | Retirement Fund |
|-----------------------|---------------------|---------------------------------|-------------------|--------------------------------|-------------------------------|---------------------|
| Beaverhead | \$ 645,046 | \$ 54,258 | \$ 11,847 | \$ 17,890 | \$ 5,243 | \$ 20,561 |
| Big Horn | 821,925 | 150,645 | 382 | 70,209 | 3,175 | 25,408 |
| Blaine | 847,304 | 106,052 | 4,279 | 37,982 | 10,400 | 24,131 |
| Broadwater | 235,383 | 26,748 | ..... | 15,204 | 3,213 | 6,614 |
| Carbon | 956,398 | 84,113 | 12,436 | 68,688 | 7,190 | 25,247 |
| Carter | 246,694 | 18,384 | ..... | ..... | 8,203 | 6,522 |
| Cascade | 7,319,653 | 312,738 | 16,026 | 295,958 | 14,800 | 177,316 |
| Chouteau | 826,556 | 107,590 | 12,233 | 32,353 | 10,200 | 20,797 |
| Custer | 988,421 | 38,994 | ..... | 7,710 | 16,214 | 15,965 |
| Daniels | 422,880 | 52,510 | 13,080 | 28,311 | 13,298 | 11,751 |
| Dawson | 1,084,504 | 65,567 | 3,890 | 36,647 | 15,199 | 31,805 |
| Deer Lodge | 1,030,932 | 112,091 | ..... | 43,782 | 6,050 | 29,457 |
| Fallon | 473,203 | 25,192 | 2,183 | 7,500 | 10,175 | 13,998 |
| Fergus | 1,339,956 | 96,688 | 15,820 | 77,368 | 29,227 | 40,416 |
| Flathead | 2,798,956 | 152,116 | 48,938 | 147,355 | 4,683 | 83,344 |
| Gallatin | 1,875,372 | 99,751 | ..... | 69,516 | 39,214 | 51,911 |
| Garfield | 232,063 | 15,841 | ..... | ..... | 4,560 | 6,155 |
| Glacier | 986,519 | 76,808 | 12,905 | 70,145 | 2,583 | 30,456 |
| Golden Valley | 173,209 | 11,471 | ..... | 7,866 | 1,900 | 7,721 |
| Granite | 277,858 | 23,192 | 9,434 | 19,000 | 1,400 | 7,438 |
| Hill | 1,604,542 | 100,370 | ..... | 85,450 | 16,068 | 46,892 |
| Jefferson | 388,072 | 61,526 | 963 | 12,112 | 8,388 | 9,676 |
| Judith Basin | 455,982 | 52,434 | 12,744 | 22,861 | 8,909 | 9,285 |
| Lake | 1,155,943 | 146,266 | 11,268 | 93,759 | 2,800 | 34,135 |
| Lewis and Clark | 2,227,270 | 110,639 | ..... | 77,201 | 24,809 | 63,204 |
| Liberty | 363,724 | 52,419 | ..... | 21,424 | 2,775 | 9,107 |
| Lincoln | 1,150,159 | 103,781 | ..... | 36,574 | 3,557 | 32,783 |
| Madison | 484,846 | 81,674 | 14,077 | 45,511 | 3,718 | 13,375 |
| McCone | 360,968 | 56,076 | ..... | 16,683 | 16,064 | 10,147 |
| Meagher | 234,106 | 21,427 | 1,215 | ..... | 1,205 | 6,010 |
| Mineral | 399,447 | 35,466 | 13,117 | 20,245 | 1,038 | 10,991 |
| Missoula | 3,236,361 | 136,381 | ..... | 81,786 | ..... | 95,381 |
| Musselshell | 500,181 | 36,835 | ..... | 17,293 | 9,650 | 13,370 |
| Park | 1,026,554 | 43,971 | 3,181 | 17,865 | 4,294 | 29,773 |
| Petroleum | 106,685 | 4,666 | ..... | 4,620 | 2,700 | 2,703 |
| Phillips | 609,763 | 71,840 | 2,954 | 29,257 | 7,925 | 17,316 |
| Pondera | 873,785 | 63,522 | 18,283 | 46,056 | 12,675 | 22,136 |
| Powder River | 266,373 | 49,346 | ..... | 14,583 | 11,275 | 2,713 |
| Powell | 539,416 | 47,598 | ..... | 23,945 | 3,726 | 15,943 |
| Prairie | 225,039 | 24,044 | ..... | 11,189 | 8,587 | 6,193 |
| Ravalli | 1,064,293 | 126,579 | 7,819 | 75,520 | ..... | 32,321 |
| Richland | 1,103,835 | 133,102 | 3,632 | 38,727 | 6,679 | 28,754 |
| Roosevelt | 1,261,486 | 110,793 | 9,699 | 68,287 | 20,750 | 35,215 |
| Rosebud | 596,256 | 93,157 | 5,142 | 37,232 | 7,075 | 15,144 |
| Sanders | 730,851 | 114,774 | ..... | 29,237 | 131 | 20,395 |
| Sheridan | 729,549 | 115,157 | 15,376 | 54,640 | 20,700 | 19,111 |
| Silver Bow | 2,970,227 | 62,960 | 8,691 | 14,602 | 5,377 | 72,320 |
| Stillwater | 592,268 | 68,804 | 1,890 | 33,779 | 8,427 | 15,226 |
| Sweet Grass | 309,945 | 22,958 | 822 | 7,289 | 3,350 | 8,270 |
| Teton | 784,018 | 115,504 | 15,504 | 67,259 | 14,085 | 22,837 |
| Toole | 860,846 | 61,219 | 9,561 | 31,469 | 7,350 | 20,599 |
| Treasure | 135,790 | 27,707 | ..... | 9,748 | 1,850 | 3,519 |
| Valley | 1,696,362 | 159,370 | 4,020 | 109,030 | 14,050 | 48,678 |
| Wheatland | 335,592 | 23,968 | ..... | 4,902 | 3,325 | 8,217 |
| Wibaux | 202,638 | 12,292 | ..... | 8,202 | 6,152 | 5,000 |
| Yellowstone | 6,261,758 | 259,984 | 11,699 | 351,591 | 8,801 | 180,663 |
| TOTAL | \$59,427,792 | \$ 4,439,358² | \$ 335,110 | \$ 2,673,412 | \$ 485,192⁴ | \$ 1,624,420 |

¹ Non-tax supported.² Federal funds for vocational education and the National Defense Education Act programs.³ Includes \$147,741 in payments made by one district to another; this amount is shown as an expenditure by both districts; net transportation expenditure is \$4,291,617.⁴ The total Elementary Tuition Fund expenditure represents payments made by one district to another; this amount is reported once as a tuition expenditure by the sending district and again as a general expenditure by the receiving district.⁵ Includes duplicated amounts; see footnotes 3 and 4.

EXPENDITURES OF SCHOOL DISTRICT REVENUE, BY COUNTIES, 1961-62

(SECOND OF
TWO PAGES)

| Debt Service Fund | Miscellaneous Federal Funds ² | Building Fund | Adult Education Fund | Housing and Dormitory Fund | Total | County |
|-------------------------|--|------------------|----------------------------|----------------------------------|---------------------------|-----------------|
| \$ 59,640 | \$ 8,758 | \$ | \$ | \$ | \$ 823,243 | Beaverhead |
| 117,770 | 17,577 | 152,302 | ..... | 219 | 1,359,612 | Big Horn |
| 39,218 | 8,012 | 1,203 | ..... | ..... | 1,078,581 | Blaine |
| 21,736 | ..... | 65 | ..... | ..... | 308,963 | Broadwater |
| 121,429 | 8,083 | 58,133 | 75 | 466 | 1,342,258 | Carbon |
| 3,187 | ..... | ..... | ..... | ..... | 282,990 | Carter |
| 873,445 | 2,770 | 991,252 | 38,965 | ..... | 10,042,923 | Cascade |
| 165,150 | 7,370 | 4,531 | ..... | ..... | 1,186,810 | Chouteau |
| 32,904 | 9,403 | 6,262 | 5,277 | ..... | 1,121,150 | Custer |
| 63,538 | 3,628 | 4,691 | ..... | ..... | 613,687 | Daniels |
| 102,034 | 16,283 | 6,099 | 8,686 | ..... | 1,370,714 | Dawson |
| 167,964 | 7,984 | 4,446 | 16,235 | ..... | 1,418,941 | Deer Lodge |
| 119,812 | 17,916 | 54,219 | ..... | ..... | 724,198 | Fallon |
| 172,197 | 21,371 | 166,898 | ..... | ..... | 1,959,941 | Fergus |
| 332,227 | 35,016 | 103,898 | 1,411 | 13,689 | 3,721,633 | Flathead |
| 209,180 | 13,613 | ..... | 1,662 | 247 | 2,360,466 | Gallatin |
| 1,747 | ..... | ..... | ..... | 11,987 | 272,353 | Garfield |
| 131,826 | 3,746 | 18,244 | 1,479 | 1,260 | 1,335,971 | Glacier |
| 9,501 | 4,734 | 112,697 | ..... | ..... | 329,099 | Golden Valley |
| 36,138 | 3,900 | ..... | ..... | ..... | 378,360 | Granite |
| 220,457 | 7,082 | 244,409 | ..... | 21,503 | 2,346,773 | Hill |
| 47,591 | 3,034 | ..... | 100 | 2,519 | 533,981 | Jefferson |
| 34,116 | 3,074 | ..... | ..... | 1,057 | 600,462 | Judith Basin |
| 71,239 | 3,724 | 413 | 2,314 | 479 | 1,522,340 | Lake |
| 321,866 | 22,986 | 29,893 | 14,125 | ..... | 2,891,993 | Lewis and Clark |
| 22,576 | 1,340 | ..... | ..... | 2,985 | 476,350 | Liberty |
| 154,405 | 1,712 | 97,388 | 636 | ..... | 1,580,995 | Lincoln |
| 35,627 | 3,482 | 321 | ..... | ..... | 682,631 | Madison |
| 44,134 | 1,780 | 2,237 | ..... | ..... | 508,089 | McCone |
| 31,131 | 1,172 | 18,108 | ..... | ..... | 314,374 | Meagher |
| 60,964 | 3,736 | 257,555 | ..... | ..... | 802,559 | Mineral |
| 606,302 | 12,729 | 251,004 | 27,134 | ..... | 4,447,078 | Missoula |
| 49,242 | 582 | 87,648 | ..... | ..... | 714,801 | Musselshell |
| 72,176 | 2,615 | 71,064 | ..... | ..... | 1,271,493 | Park |
| 5,676 | 179 | ..... | ..... | ..... | 127,229 | Petroleum |
| 67,723 | 6,127 | 20,030 | ..... | ..... | 832,935 | Phillips |
| 87,451 | 4,098 | 20,165 | ..... | ..... | 1,148,171 | Pondera |
| 40,033 | 783 | 2,500 | ..... | ..... | 387,606 | Powder River |
| 47,056 | 5,767 | 1,037 | ..... | ..... | 684,493 | Powell |
| 15,664 | ..... | ..... | ..... | ..... | 290,716 | Prairie |
| 100,643 | 27,487 | 342,932 | ..... | ..... | 1,777,594 | Ravalli |
| 132,134 | 18,437 | 167,389 | ..... | ..... | 1,632,689 | Richland |
| 113,421 | 8,682 | 505,564 | ..... | 14,261 | 2,148,158 | Roosevelt |
| 41,489 | 1,076 | ..... | ..... | ..... | 796,571 | Rosebud |
| 72,972 | 2,769 | 325,884 | ..... | ..... | 1,297,013 | Sanders |
| 91,027 | 2,752 | 20,883 | ..... | 547 | 1,069,742 | Sheridan |
| 483,758 | 9,130 | 86,123 | 17,045 | 931 | 3,731,164 | Silver Bow |
| 51,075 | 2,884 | 2,155 | ..... | ..... | 776,508 | Stillwater |
| 17,139 | 3,511 | 23 | ..... | ..... | 373,307 | Sweet Grass |
| 189,663 | 10,407 | 5,629 | ..... | ..... | 1,224,911 | Teton |
| 229,114 | 11,410 | 484,337 | ..... | 2,181 | 1,718,086 | Toole |
| ..... | 624 | ..... | ..... | ..... | 179,238 | Treasure |
| 211,461 | 8,409 | 468,359 | 298 | 3,525 | 2,723,562 | Valley |
| 42,986 | 8,192 | 100,101 | ..... | ..... | 527,283 | Wheatland |
| ..... | 2,298 | 6,477 | ..... | ..... | 243,059 | Wibaux |
| 1,265,747 | 16,200 | 1,935,567 | ..... | 5,289 | 10,297,299 | Yellowstone |
| \$ 7,858,706 | \$ 410,434 | \$ 7,240,135 | \$ 135,442 | \$ 83,145 | \$84,713,146 ⁵ | TOTAL |

Table XXVIII.

**SCHOOL DISTRICTS, OPERATING SCHOOL DISTRICTS, AND
SCHOOLS BY TYPE, BY COUNTIES, 1961-62**

| County | Number of Common School Districts ¹ | Number of Common School Districts Operating Schools ¹ | Number of Common School Districts Operating Only One Teacher School ¹ | Number of Elementary Schools | | | Number of High Schools ² |
|-----------------------|---|---|---|------------------------------|-----------------|---|---|
| | | | | One Teacher | Two Teachers | Three or More Teachers ² | |
| Beaverhead | 18 | 17 | 10 | 13 | 3 | 3 | 2 |
| Big Horn | 7 | 7 | 1 | 8 | 1 | 6 | 2 |
| Blaine | 19 | 18 | 5 | 20 | 1 | 7 | 4 |
| Broadwater | 6 | 6 | 3 | 3 | 2 | 1 | 1 |
| Carbon | 19 | 15 | 2 | 2 | 6 | 7 | 7 |
| Carter | 21 | 19 | 10 | 26 | 1 | 1 | 1 |
| Cascade | 38 | 29 | 18 | 19 | 1 | 11 | 6 |
| Chouteau | 42 | 35 | 23 | 29 | 5 | 4 | 4 |
| Custer | 21 | 20 | 13 | 24 | .... | 3 | 1 |
| Daniels | 13 | 10 | 5 | 5 | 1 | 4 | 3 |
| Dawson | 36 | 27 | 16 | 29 | 4 | 2 | 2 |
| Deer Lodge | 4 | 3 | 2 | 2 | .... | 1 | 1 |
| Fallon | 22 | 17 | 10 | 19 | 1 | 2 | 2 |
| Fergus | 53 | 43 | 29 | 35 | 5 | 6 | 6 |
| Flathead | 41 | 35 | 10 | 14 | 11 | 18 | 4 |
| Gallatin | 44 | 25 | 15 | 15 | 2 | 8 | 5 |
| Garfield | 20 | 19 | 8 | 32 | 1 | 1 | 1 |
| Glacier | 9 | 7 | 2 | 3 | .... | 7 | 2 |
| Golden Valley | 11 | 7 | 5 | 6 | .... | 2 | 2 |
| Granite | 5 | 4 | 1 | 1 | .... | 3 | 2 |
| Hill | 29 | 24 | 14 | 16 | 3 | 8 | 7 |
| Jefferson | 10 | 7 | 2 | 2 | 1 | 4 | 2 |
| Judith Basin | 10 | 9 | 1 | 1 | 3 | 5 | 4 |
| Lake | 12 | 10 | 3 | 4 | 5 | 7 | 5 |
| Lewis and Clark | 23 | 15 | 7 | 7 | 3 | 6 | 2 |
| Liberty | 15 | 13 | 9 | 12 | 1 | 2 | 2 |
| Lincoln | 14 | 13 | 5 | 6 | 2 | 8 | 3 |
| Madison | 11 | 8 | 2 | 4 | 1 | 5 | 4 |
| McCone | 23 | 19 | 12 | 18 | 2 | 3 | 1 |
| Meagher | 7 | 7 | 4 | 4 | 2 | 1 | 1 |
| Mineral | 6 | 5 | 1 | 1 | 1 | 3 | 3 |
| Missoula | 15 | 15 | 2 | 2 | 3 | 14 | 2 |
| Musselshell | 10 | 7 | 2 | 2 | 1 | 4 | 3 |
| Park | 31 | 24 | 15 | 15 | 4 | 5 | 4 |
| Petroleum | 9 | 8 | 7 | 8 | .... | 1 | 1 |
| Phillips | 23 | 20 | 11 | 16 | 4 | 4 | 4 |
| Pondera | 20 | 17 | 7 | 11 | 5 | 5 | 3 |
| Powder River | 22 | 21 | 14 | 24 | 1 | 1 | 1 |
| Powell | 15 | 12 | 5 | 6 | 4 | 3 | 1 |
| Prairie | 5 | 4 | 1 | 6 | .... | 2 | 1 |
| Ravalli | 8 | 8 | .... | .... | .... | 8 | 6 |
| Richland | 30 | 25 | 12 | 16 | 7 | 4 | 4 |
| Roosevelt | 9 | 9 | 2 | 7 | .... | 6 | 6 |
| Rosebud | 16 | 10 | 2 | 2 | 2 | 6 | 4 |
| Sanders | 11 | 9 | .... | .... | 1 | 8 | 5 |
| Sheridan | 29 | 19 | 8 | 10 | 3 | 7 | 5 |
| Silver Bow | 8 | 6 | 1 | 1 | 2 | 10 | 1 |
| Stillwater | 21 | 14 | 6 | 7 | 2 | 6 | 5 |
| Sweet Grass | 22 | 17 | 11 | 11 | 5 | 1 | 1 |
| Teton | 28 | 14 | 5 | 7 | 1 | 7 | 4 |
| Toole | 19 | 17 | 5 | 10 | 5 | 5 | 3 |
| Treasure | 5 | 4 | 2 | 2 | 1 | 1 | 1 |
| Valley | 15 | 13 | 5 | 10 | 4 | 8 | 5 |
| Wheatland | 7 | 6 | 2 | 2 | 1 | 3 | 2 |
| Wibaux | 16 | 13 | 11 | 13 | .... | 1 | 1 |
| Yellowstone | 23 | 19 | .... | 1 | 7 | 16 | 6 |
| TOTAL | 1,018 | 824 | 384 | 569 | 132 | 285 | 171 |

¹ Joint Districts are counted only once, in the county where the school is located.² All schools in a single city system are counted as one.

Table XXIX.

PROFESSIONAL STAFF, BY COUNTIES, 1961-62*

A. Number of Persons Employed in Teaching, Half-Time or More¹

| County | Kindergarten | Elementary | Junior High School ² | High School | Shared Elementary and High School | Other | Total |
|-----------------------|--------------|------------|------------------------------------|-------------|---|-------|-------|
| Beaverhead | 2 | 62 | .... | 19 | 4 | .... | 87 |
| Big Horn ..... | .... | 73 | 6 | 15 | 14 | .... | 108 |
| Blaine ..... | .... | 78 | .... | 23 | 8 | .... | 109 |
| Broadwater ..... | .... | 23 | .... | 8 | .... | .... | 31 |
| Carbon ..... | .... | 65 | .... | 33 | 15 | .... | 113 |
| Carter ..... | .... | 36 | .... | 4 | .... | .... | 40 |
| Cascade | 24 | 347 | 137 | 104 | 10 | 1 | 623 |
| Chouteau ..... | .... | 73 | 5 | 12 | 23 | .... | 113 |
| Custer ..... | .... | 91 | .... | 23 | .... | 8 | 122 |
| Daniels ..... | .... | 33 | .... | 10 | 8 | .... | 51 |
| Dawson ..... | .... | 109 | .... | 30 | 1 | 5 | 145 |
| Deer Lodge ..... | .... | 49 | 24 | 19 | 5 | 2 | 99 |
| Fallon | 1 | 43 | .... | 13 | 5 | .... | 62 |
| Fergus | 4 | 124 | .... | 39 | 11 | 1 | 179 |
| Flathead ..... | .... | 252 | .... | 81 | 16 | 2 | 351 |
| Gallatin | 5 | 124 | 30 | 44 | 13 | 2 | 218 |
| Garfield ..... | .... | 40 | .... | 5 | 1 | .... | 46 |
| Glacier | 2 | 83 | .... | 22 | 8 | .... | 115 |
| Golden Valley ..... | .... | 12 | .... | 4 | 5 | .... | 21 |
| Granite ..... | .... | 23 | .... | 10 | 2 | 1 | 36 |
| Hill ..... | .... | 129 | .... | 38 | 21 | 1 | 189 |
| Jefferson ..... | .... | 30 | .... | 13 | 3 | 1 | 47 |
| Judith Basin ..... | .... | 25 | .... | 9 | 15 | .... | 49 |
| Lake ..... | .... | 91 | .... | 34 | 12 | .... | 137 |
| Lewis and Clark ..... | .... | 135 | 50 | 43 | 9 | 2 | 239 |
| Liberty ..... | .... | 28 | .... | 7 | 9 | .... | 44 |
| Lincoln ..... | .... | 90 | 17 | 22 | 11 | 1 | 141 |
| Madison ..... | .... | 31 | .... | 9 | 15 | .... | 55 |
| McCone ..... | .... | 42 | .... | 9 | 2 | .... | 53 |
| Meagher ..... | .... | 22 | .... | 6 | 3 | .... | 31 |
| Mineral ..... | .... | 27 | .... | 11 | 5 | .... | 43 |
| Missoula ..... | .... | 270 | .... | 89 | 2 | 1 | 362 |
| Musselshell ..... | .... | 30 | 5 | 6 | 13 | .... | 54 |
| Park | 4 | 92 | .... | 38 | 7 | 2 | 143 |
| Petroleum ..... | .... | 12 | .... | 4 | .... | .... | 16 |
| Phillips ..... | .... | 56 | .... | 14 | 13 | .... | 83 |
| Pondera | 2 | 80 | .... | 24 | 3 | .... | 109 |
| Powder River ..... | .... | 37 | .... | 7 | .... | .... | 44 |
| Powell ..... | .... | 53 | .... | 15 | 1 | 2 | 71 |
| Prairie ..... | .... | 22 | .... | 6 | 2 | .... | 30 |
| Ravalli ..... | .... | 82 | .... | 35 | 17 | .... | 134 |
| Richland ..... | .... | 76 | 11 | 23 | 18 | .... | 128 |
| Roosevelt ..... | .... | 101 | .... | 34 | 16 | 1 | 152 |
| Rosebud ..... | .... | 41 | .... | 12 | 15 | .... | 68 |
| Sanders ..... | .... | 51 | .... | 20 | 16 | .... | 87 |
| Sheridan | 1 | 63 | .... | 16 | 15 | .... | 95 |
| Silver Bow ..... | .... | 159 | 64 | 14 | 41 | 5 | 283 |
| Stillwater ..... | .... | 44 | .... | 15 | 16 | .... | 75 |
| Sweet Grass ..... | .... | 34 | .... | 8 | 2 | .... | 44 |
| Teton | 2 | 57 | .... | 20 | 13 | .... | 92 |
| Toole | 2 | 68 | .... | 22 | 5 | 1 | 98 |
| Treasure ..... | .... | 11 | .... | 2 | 5 | .... | 18 |
| Valley ..... | .... | 130 | .... | 32 | 32 | 2 | 196 |
| Wheatland ..... | .... | 21 | .... | 6 | 13 | .... | 40 |
| Wibaux ..... | .... | 23 | .... | 5 | 3 | .... | 31 |
| Yellowstone ..... | .... | 415 | 136 | 125 | 24 | 5 | 705 |
| TOTAL | 49 | 4,418 | 485 | 1,311 | 546 | 46 | 6,855 |

*As reported for State accreditation purposes.

¹Teaching principals, teaching librarians and others whose teaching duties are equivalent to less than a half-time teaching position are not included as teachers, but are classified according to the major duty (librarian, principal, etc.). Part-time teachers employed less than half-time are not included; the total of such part-time teachers: 9 kindergarten, 26 elementary, 3 junior high school, 34 high school, 15 shared elementary and high school and 3 other, totaling 90.²Only State-accredited junior high schools are classified as such.

Table XXIX.—continued

PROFESSIONAL STAFF, BY COUNTIES, 1961-62*

B. Number of Persons Employed as School Librarians, Half-Time or More¹

| County | Elementary | Junior High School ² | High School | Shared Elementary and High School | Total |
|-----------------------|------------|------------------------------------|-------------|--|-----------|
| Beaverhead | | | 1 | .... | 1 |
| Big Horn | | | 1 | 1 | 2 |
| Blaine | | | 2 | 1 | 3 |
| Broadwater | | | 1 | .... | 1 |
| Carbon | | | 1 | .... | 1 |
| Carter | | | 1 | .... | 1 |
| Cascade | 6 | 3 | 1 | .... | 10 |
| Chouteau | | | | | |
| Custer | | | 1 | .... | 1 |
| Daniels | | | | | |
| Dawson | 1 | .... | 1 | .... | 2 |
| Deer Lodge | | 1 | 1 | .... | 2 |
| Fallon | | | 1 | .... | 1 |
| Fergus | | | 1 | .... | 1 |
| Flathead | | | 3 | .... | 3 |
| Gallatin | | 1 | 2 | .... | 3 |
| Garfield | | | | | |
| Glacier | | | 2 | .... | 2 |
| Golden Valley | | | | | |
| Granite | | | 1 | .... | 1 |
| Hill | 1 | .... | 1 | .... | 2 |
| Jefferson | | | 1 | .... | 1 |
| Judith Basin | | | | | |
| Lake | | | 3 | .... | 3 |
| Lewis and Clark | 1 | 1 | 1 | .... | 3 |
| Liberty | | | | | |
| Lincoln | 1 | 1 | 2 | .... | 4 |
| Madison | | | | 2 | 2 |
| McCone | | | | | |
| Meagher | | | 1 | .... | 1 |
| Mineral | | | 1 | .... | 1 |
| Missoula | | | 2 | .... | 2 |
| Musselshell | | | | 1 | 1 |
| Park | | | 1 | .... | 1 |
| Petroleum | | | | | |
| Phillips | | | | 1 | 1 |
| Pondera | | | | 1 | 1 |
| Powder River | | | 1 | .... | 1 |
| Powell | | | 1 | .... | 1 |
| Prairie | | | 1 | .... | 1 |
| Ravalli | | | 2 | 1 | 3 |
| Richland | | 1 | 2 | .... | 3 |
| Roosevelt | | | 2 | .... | 2 |
| Rosebud | | | | 1 | 1 |
| Sanders | | | | | |
| Sheridan | | | 1 | 2 | 3 |
| Silver Bow | | 1 | .... | 1 | 2 |
| Stillwater | | | | 1 | 1 |
| Sweet Grass | | | 1 | .... | 1 |
| Teton | | | 1 | 1 | 2 |
| Toole | | | 1 | .... | 1 |
| Treasure | | | | | |
| Valley | 1 | .... | 1 | .... | 2 |
| Wheatland | | | 1 | .... | 1 |
| Wibaux | | | | | |
| Yellowstone | 1 | 2 | 3 | .... | 6 |
| TOTAL | 12 | 11 | 52 | 14 | 89 |

*As reported for State accreditation purposes.

¹ Librarian-teachers whose library duties are equivalent to less than a half-time library position are not included as librarians, but are classified as teachers. Part-time librarians employed less than half-time are not included; the total of such part-time librarians: 3 elementary, 1 junior high school, 2 high school, and 3 shared elementary and high school, totaling 9.² Only State-accredited junior high schools are classified as such.

Table XXIX.—continued

PROFESSIONAL STAFF, BY COUNTIES, 1961-62*

C. Number of Persons Employed in Guidance and Counseling, Half-Time or More¹

| County | Junior High School ² | High School | Shared Elementary and High School | Total |
|-----------------------|------------------------------------|-------------|--|------------|
| Beaverhead | | 1 | .... | 1 |
| Big Horn | | 1 | .... | 1 |
| Blaine | | 1 | .... | 1 |
| Broadwater | | 1 | .... | 1 |
| Carbon | | | | |
| Carter | | | | |
| Cascade | 3 | 11 | .... | 14 |
| Chouteau | | | | |
| Custer | | | 1 | 1 |
| Daniels | | 1 | .... | 1 |
| Dawson | | 3 | .... | 3 |
| Deer Lodge | 2 | 2 | .... | 4 |
| Fallon | | 1 | .... | 1 |
| Fergus | | 1 | .... | 1 |
| Flathead | | 6 | .... | 6 |
| Gallatin | 1 | 2 | 1 | 4 |
| Garfield | | | | |
| Glacier | | | 1 | 1 |
| Golden Valley | | | | |
| Granite | | | | |
| Hill | | 2 | 1 | 3 |
| Jefferson | | 1 | .... | 1 |
| Judith Basin | | | | |
| Lake | | 2 | .... | 2 |
| Lewis and Clark | 2 | 2 | .... | 4 |
| Liberty | | | | |
| Lincoln | 1 | 2 | .... | 3 |
| Madison | | | | |
| McCone | | | | |
| Meagher | | | | |
| Mineral | | | | |
| Missoula | | 5 | 1 | 6 |
| Musselshell | | | | |
| Park | | 2 | .... | 2 |
| Petroleum | | | | |
| Phillips | | 1 | .... | 1 |
| Pondera | | 1 | .... | 1 |
| Powder River | | 1 | .... | 1 |
| Powell | | 1 | .... | 1 |
| Prairie | | 1 | .... | 1 |
| Ravalli | | 1 | 1 | 2 |
| Richland | 1 | 3 | .... | 4 |
| Roosevelt | | 2 | 1 | 3 |
| Rosebud | | 1 | .... | 1 |
| Sanders | | | | |
| Sheridan | | 2 | .... | 2 |
| Silver Bow | 2 | .... | 5 | 7 |
| Stillwater | | | 2 | 2 |
| Sweet Grass | | 1 | .... | 1 |
| Teton | | 1 | .... | 1 |
| Toole | | 1 | .... | 1 |
| Treasure | | | | |
| Valley | | 2 | 1 | 3 |
| Wheatland | | 1 | .... | 1 |
| Wibaux | | | | |
| Yellowstone | 7 | 9 | .... | 16 |
| TOTAL | 19 | 76 | 15 | 110 |

*As reported for State accreditation purposes.

¹Teaching personnel whose guidance duties are equivalent to less than a half-time guidance position are not included as guidance personnel, but are classified as teachers.²Only State-accredited junior high schools are classified as such.

Table XXIX.—continued

PROFESSIONAL STAFF, BY COUNTIES, 1961-62*

D. Number of Persons Employed as Principals and in Other Instructional-Supervisory Positions, Half-Time or More¹

| County | Elementary | | Junior High School | | High School | | Shared Elementary and High School | | Total | |
|-----------------------|------------|-------|--------------------|-------|-------------|-------|-----------------------------------|-------|------------|-------|
| | Principals | Other | Principals | Other | Principals | Other | Principals | Other | Principals | Other |
| Beaverhead | 1 | --- | --- | --- | --- | --- | --- | --- | 1 | --- |
| Big Horn | 2 | --- | 1 | --- | 1 | --- | 1 | --- | 5 | --- |
| Blaine | 3 | --- | --- | --- | --- | --- | --- | --- | 3 | --- |
| Broadwater | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Carbon | 1 | --- | --- | --- | --- | --- | 1 | --- | 2 | --- |
| Carter | --- | --- | --- | --- | --- | 1 | --- | --- | --- | 1 |
| Cascade | 18 | 6 | 3 | --- | 1 | 2 | --- | 2 | 22 | 10 |
| Chouteau | --- | --- | --- | --- | --- | --- | 1 | --- | 1 | --- |
| Custer | 3 | --- | --- | --- | --- | --- | --- | --- | 3 | --- |
| Daniels | --- | --- | --- | --- | --- | 1 | --- | --- | --- | 1 |
| Dawson | 3 | --- | --- | --- | --- | 1 | --- | --- | 3 | 1 |
| Deer Lodge | 5 | 1 | 1 | --- | 1 | --- | --- | --- | 7 | 1 |
| Fallon | --- | --- | --- | --- | 1 | --- | --- | --- | 1 | --- |
| Fergus | 3 | --- | --- | --- | --- | 1 | --- | --- | 3 | 1 |
| Flathead | 10 | --- | --- | --- | 2 | --- | --- | --- | 12 | --- |
| Gallatin | 7 | --- | 2 | --- | 1 | --- | --- | 4 | 10 | 4 |
| Garfield | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Glacier | 5 | --- | --- | --- | 2 | --- | --- | --- | 7 | --- |
| Golden Valley | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Granite | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hill | 5 | 2 | --- | --- | 2 | --- | --- | --- | 7 | 2 |
| Jefferson | 2 | --- | --- | --- | --- | --- | --- | --- | 2 | --- |
| Judith Basin | 1 | --- | --- | --- | --- | --- | --- | --- | 1 | --- |
| Lake | 2 | --- | --- | --- | 2 | --- | 4 | --- | 8 | --- |
| Lewis and Clark | 5 | --- | 1 | 1 | 1 | 3 | --- | --- | 7 | 4 |
| Liberty | 1 | --- | --- | --- | --- | --- | --- | --- | 1 | --- |
| Lincoln | 3 | --- | --- | --- | 1 | --- | 1 | --- | 5 | --- |
| Madison | 1 | --- | --- | --- | --- | --- | --- | --- | 1 | --- |
| McCone | 1 | --- | --- | --- | 1 | --- | --- | --- | 2 | --- |
| Meagher | --- | --- | --- | --- | --- | --- | 1 | --- | 1 | --- |
| Mineral | --- | --- | --- | --- | 1 | --- | --- | --- | 1 | --- |
| Missoula | 15 | 4 | --- | --- | --- | 2 | --- | --- | 15 | 6 |
| Musselshell | --- | --- | --- | --- | --- | --- | 2 | --- | 2 | --- |
| Park | --- | --- | --- | --- | --- | 1 | --- | --- | --- | 1 |
| Petroleum | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Phillips | 1 | --- | --- | --- | 1 | --- | --- | --- | 2 | --- |
| Pondera | 1 | --- | --- | --- | 1 | --- | --- | --- | 2 | --- |
| Powder River | 1 | --- | --- | --- | --- | --- | --- | --- | 1 | --- |
| Powell | 2 | --- | --- | --- | --- | --- | --- | --- | 2 | --- |
| Prairie | 1 | --- | --- | --- | --- | --- | --- | --- | 1 | --- |
| Ravalli | 3 | --- | --- | --- | 1 | --- | --- | --- | 4 | --- |
| Richland | 1 | --- | 1 | --- | 2 | --- | 1 | --- | 5 | --- |
| Roosevelt | 3 | 1 | --- | --- | 2 | --- | 1 | --- | 6 | 1 |
| Rosebud | 1 | --- | --- | --- | 1 | --- | --- | --- | 2 | --- |
| Sanders | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sheridan | 1 | --- | --- | --- | 1 | --- | --- | --- | 2 | --- |
| Silver Bow | 10 | --- | 1 | 1 | 1 | 1 | --- | --- | 12 | 2 |
| Stillwater | 2 | --- | --- | --- | --- | --- | --- | --- | 2 | --- |
| Sweet Grass | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Teton | 2 | --- | --- | --- | --- | --- | --- | --- | 2 | --- |
| Toole | 2 | --- | --- | --- | 1 | --- | 1 | --- | 4 | --- |
| Treasure | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Valley | 5 | 1 | --- | --- | 2 | 2 | --- | --- | 7 | 3 |
| Wheatland | 1 | --- | --- | --- | --- | 1 | --- | --- | 1 | 1 |
| Wibaux | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Yellowstone | 22 | 4 | 4 | 1 | 4 | 1 | --- | 5 | 30 | 11 |
| TOTAL | 156 | 19 | 14 | 3 | 34 | 17 | 14 | 11 | 218 | 50 |

*As reported for State accreditation purposes.

¹Those whose duties are equivalent to more than a half-time teaching position are not included here, but are classified as teachers. Persons serving as district superintendent as well as in other capacities are classified as district superintendent only. Principals of county high schools are classified as district superintendent. One part-time position, classified under elementary—other, is not included in the above.²Only State-accredited junior high schools are classified as such.

Table XXIX.—continued

PROFESSIONAL STAFF, BY COUNTIES, 1961-62*

E. Number of Persons Employed as District Superintendents and Administrative Assistants, Half-Time or More¹

| County | District Superintendents | Administrative Assistants |
|-----------------------|-----------------------------|------------------------------|
| Beaverhead | 3 | --- |
| Big Horn | 2 | --- |
| Blaine | 4 | --- |
| Broadwater | 1 | --- |
| Carbon | 7 | --- |
| Carter | 1 | --- |
| Cascade | 6 | 2 |
| Chouteau | 3 | --- |
| Custer | 2 | --- |
| Daniels | 3 | --- |
| Dawson | 2 | --- |
| Deer Lodge | 1 | --- |
| Fallon | 2 | --- |
| Fergus | 7 | --- |
| Flathead | 6 | --- |
| Gallatin | 5 | 1 |
| Garfield | 1 | --- |
| Glacier | 2 | --- |
| Golden Valley | 2 | --- |
| Granite | 2 | --- |
| Hill | 6 | --- |
| Jefferson | 2 | --- |
| Judith Basin | 3 | --- |
| Lake | 3 | --- |
| Lewis and Clark | 3 | 1 |
| Liberty | 2 | --- |
| Lincoln | 3 | --- |
| Madison | 4 | --- |
| McCone | 1 | --- |
| Meagher | 1 | --- |
| Mineral | 3 | --- |
| Missoula | 4 | 1 |
| Musselshell | 2 | --- |
| Park | 5 | --- |
| Petroleum | 1 | --- |
| Phillips | 4 | --- |
| Pondera | 3 | --- |
| Powder River | 1 | --- |
| Powell | 2 | --- |
| Prairie | 1 | --- |
| Ravalli | 6 | --- |
| Richland | 3 | --- |
| Roosevelt | 6 | --- |
| Rosebud | 4 | --- |
| Sanders | 5 | --- |
| Sheridan | 5 | --- |
| Silver Bow | 1 | 1 |
| Stillwater | 4 | --- |
| Sweet Grass | 2 | --- |
| Teton | 4 | --- |
| Toole | 3 | --- |
| Treasure | 1 | --- |
| Valley | 6 | --- |
| Wheatland | 1 | --- |
| Wibaux | 1 | --- |
| Yellowstone | 7 | 1 |
| TOTAL | 175 | 7 |

*As reported for State accreditation purposes.

¹ All persons serving as district superintendent or county high school principal are classified as district superintendent only, regardless of teaching or other service.

Table XXIX.—continued

PROFESSIONAL STAFF, BY COUNTIES, 1961-62*

F. Summary of Persons Employed Half-Time or More in Professional Duties¹

| County | Teaching | Librarians | Guidance and Counseling | Principals | District Superintendents | Other ² | Total |
|----------------------|----------|------------|-------------------------------|------------|-----------------------------|--------------------|-------|
| Beaverhead | 87 | 1 | 1 | 1 | 3 | .... | 93 |
| Big Horn | 108 | 2 | 1 | 5 | 2 | .... | 118 |
| Blaine | 109 | 3 | 1 | 3 | 4 | .... | 120 |
| Broadwater | 31 | 1 | 1 | .... | 1 | .... | 34 |
| Carbon | 113 | 1 | .... | 2 | 7 | .... | 123 |
| Carter | 40 | 1 | .... | .... | 1 | 1 | 43 |
| Cascade | 623 | 10 | 14 | 22 | 6 | 12 | 687 |
| Chouteau | 113 | .... | .... | 1 | 3 | .... | 117 |
| Custer | 122 | 1 | 1 | 3 | 2 | .... | 129 |
| Daniels | 51 | .... | 1 | .... | 3 | 1 | 56 |
| Dawson | 145 | 2 | 3 | 3 | 2 | 1 | 156 |
| Deer Lodge | 99 | 2 | 4 | 7 | 1 | 1 | 114 |
| Fallon | 62 | 1 | 1 | 1 | 2 | .... | 67 |
| Fergus | 179 | 1 | 1 | 3 | 7 | 1 | 192 |
| Flathead | 351 | 3 | 6 | 12 | 6 | .... | 378 |
| Gallatin | 218 | 3 | 4 | 10 | 5 | 5 | 245 |
| Garfield | 46 | .... | .... | .... | 1 | .... | 47 |
| Glacier | 115 | 2 | 1 | 7 | 2 | .... | 127 |
| Golden Valley | 21 | .... | .... | .... | 2 | .... | 23 |
| Granite | 36 | 1 | .... | .... | 2 | .... | 39 |
| Hill | 189 | 2 | 3 | 7 | 6 | 2 | 209 |
| Jefferson | 47 | 1 | 1 | 2 | 2 | .... | 53 |
| Judith Basin | 49 | .... | .... | 1 | 3 | .... | 53 |
| Lake | 137 | 3 | 2 | 8 | 3 | .... | 153 |
| Lewis and Clark..... | 239 | 3 | 4 | 7 | 3 | 5 | 261 |
| Liberty | 44 | .... | .... | 1 | 2 | .... | 47 |
| Lincoln | 141 | 4 | 3 | 5 | 3 | .... | 156 |
| Madison | 55 | 2 | .... | 1 | 4 | .... | 62 |
| McCone | 53 | .... | .... | 2 | 1 | .... | 56 |
| Meagher | 31 | 1 | .... | 1 | 1 | .... | 34 |
| Mineral | 43 | 1 | .... | 1 | 3 | .... | 48 |
| Missoula | 362 | 2 | 6 | 15 | 4 | 7 | 396 |
| Musselshell | 54 | 1 | .... | 2 | 2 | .... | 59 |
| Park | 143 | 1 | 2 | .... | 5 | 1 | 152 |
| Petroleum | 16 | .... | .... | .... | 1 | .... | 17 |
| Phillips | 83 | 1 | 1 | 2 | 4 | .... | 91 |
| Pondera | 109 | 1 | 1 | 2 | 3 | .... | 116 |
| Powder River | 44 | 1 | 1 | 1 | 1 | .... | 48 |
| Powell | 71 | 1 | 1 | 2 | 2 | .... | 77 |
| Prairie | 30 | 1 | 1 | 1 | 1 | .... | 34 |
| Ravalli | 134 | 3 | 2 | 4 | 6 | .... | 149 |
| Richland | 128 | 3 | 4 | 5 | 3 | .... | 143 |
| Roosevelt | 152 | 2 | 3 | 6 | 6 | 1 | 170 |
| Rosebud | 68 | 1 | 1 | 2 | 4 | .... | 76 |
| Sanders | 78 | .... | .... | .... | 5 | .... | 92 |
| Sheridan | 95 | 3 | 2 | 2 | 5 | .... | 107 |
| Silver Bow | 283 | 2 | 7 | 12 | 1 | 3 | 308 |
| Stillwater | 75 | 1 | 2 | 2 | 4 | .... | 84 |
| Sweet Grass | 44 | 1 | 1 | .... | 2 | .... | 48 |
| Teton | 92 | 2 | 1 | 2 | 4 | .... | 101 |
| Toole | 98 | 1 | 1 | 4 | 3 | .... | 107 |
| Treasure | 18 | .... | .... | .... | 1 | .... | 19 |
| Valley | 196 | 2 | 3 | 7 | 6 | 3 | 217 |
| Wheatland | 40 | 1 | 1 | 1 | 1 | 1 | 45 |
| Wibaux | 31 | .... | .... | .... | 1 | .... | 32 |
| Yellowstone | 705 | 6 | 16 | 30 | 7 | 12 | 776 |
| TOTAL | 6,855 | 89 | 110 | 218 | 175 | 57 | 7,504 |

*As reported for State accreditation purposes.

¹Persons serving in more than one capacity are classified according to the duty occupying one-half or more of their employed time. Exception: district superintendents and county high school principals are classified as district superintendent, regardless of teaching or other service.²Includes instructional-supervisory and administrative assistant classifications.

Table XXX.

SALARIES OF PERSONS EMPLOYED IN TEACHING, 1961-62¹

| County | Kindergarten | Elementary | Junior High School ² | High School | Shared Elementary and High School | Other | Total | Elementary Average ³ | High School Average ⁴ |
|-----------------------|------------------|---------------------|------------------------------------|--------------------|--|------------------|---------------------|------------------------------------|-------------------------------------|
| Beaverhead | \$ 7,900 | \$ 258,487 | \$ | \$ 95,045 | \$ 18,075 | \$ | \$ 379,507 | \$4,162 | \$4,918 |
| Big Horn ..... | ..... | 316,891 | 29,660 | 72,615 | 74,954 | ..... | 494,120 | 4,341 | 5,064 |
| Blaine ..... | ..... | 325,173 | ..... | 115,400 | 39,060 | ..... | 479,633 | 4,169 | 4,983 |
| Broadwater ..... | ..... | 96,100 | ..... | 36,725 | ..... | ..... | 132,825 | 4,178 | 4,591 |
| Carbon ..... | ..... | 286,096 | ..... | 169,110 | 74,858 | ..... | 530,064 | 4,401 | 5,083 |
| Carter ..... | ..... | 127,855 | ..... | 19,900 | ..... | ..... | 147,755 | 3,552 | 4,975 |
| Cascade | 125,625 | 1,789,125 | 837,800 | 644,544 | 55,879 | 5,050 | 3,458,023 | 5,161 | 6,124 |
| Chouteau ..... | ..... | 288,223 | 27,963 | 62,900 | 121,259 | ..... | 500,345 | 3,948 | 5,303 |
| Custer ..... | ..... | 390,345 | ..... | 142,500 | ..... | 44,700 | 577,545 | 4,290 | 6,039 |
| Daniels ..... | ..... | 132,150 | ..... | 49,750 | 39,400 | ..... | 221,300 | 4,005 | 4,953 |
| Dawson ..... | ..... | 454,186 | ..... | 164,665 | 5,150 | 29,400 | 653,401 | 4,167 | 5,534 |
| Deer Lodge ..... | ..... | 266,864 | 137,250 | 112,525 | 31,292 | 11,675 | 559,606 | 5,446 | 5,855 |
| Fallon | 3,340 | 169,735 | ..... | 70,000 | 25,350 | ..... | 268,425 | 3,934 | 5,297 |
| Fergus | 18,580 | 522,183 | ..... | 195,994 | 55,840 | 4,890 | 797,487 | 4,225 | 5,034 |
| Flathead ..... | ..... | 1,173,913 | ..... | 483,227 | 91,882 | 4,000 | 1,753,022 | 4,658 | 5,850 |
| Gallatin | 27,775 | 573,060 | 157,883 | 257,124 | 62,123 | 9,800 | 1,087,765 | 4,658 | 5,471 |
| Garfield ..... | ..... | 120,650 | ..... | 23,400 | 5,500 | ..... | 149,550 | 3,016 | 4,817 |
| Glacier | 8,900 | 392,972 | ..... | 111,855 | 42,871 | ..... | 556,598 | 4,728 | 5,158 |
| Golden Valley ..... | ..... | 45,060 | ..... | 20,112 | 24,700 | ..... | 89,872 | 3,755 | 4,979 |
| Granite ..... | ..... | 98,700 | ..... | 49,000 | 9,850 | 4,300 | 161,850 | 4,291 | 4,858 |
| Hill ..... | ..... | 587,369 | ..... | 200,731 | 108,881 | 6,120 | 903,101 | 4,553 | 5,262 |
| Jefferson ..... | ..... | 125,515 | ..... | 70,081 | 15,725 | 3,600 | 214,921 | 4,184 | 5,259 |
| Judith Basin ..... | ..... | 99,566 | ..... | 43,945 | 76,425 | ..... | 219,936 | 3,983 | 5,015 |
| Lake ..... | ..... | 421,404 | ..... | 189,815 | 62,102 | ..... | 673,321 | 4,631 | 5,476 |
| Lewis and Clark ..... | ..... | 666,378 | 272,318 | 257,737 | 43,807 | 10,701 | 1,250,941 | 4,936 | 5,621 |
| Liberty ..... | ..... | 112,825 | ..... | 38,100 | 51,525 | ..... | 202,450 | 4,029 | 5,602 |
| Lincoln ..... | ..... | 388,935 | 93,875 | 119,050 | 60,450 | 6,575 | 668,885 | 4,322 | 5,489 |
| Madison ..... | ..... | 124,080 | ..... | 46,850 | 74,457 | ..... | 245,387 | 4,003 | 5,054 |
| McCone ..... | ..... | 163,874 | ..... | 44,025 | 9,800 | ..... | 217,699 | 3,902 | 4,893 |
| Meagher ..... | ..... | 81,633 | ..... | 23,350 | 12,600 | ..... | 122,583 | 3,711 | 4,550 |
| Mineral ..... | ..... | 126,509 | ..... | 51,210 | 27,975 | ..... | 205,694 | 4,686 | 4,949 |
| Missoula ..... | ..... | 1,352,864 | ..... | 524,737 | 10,095 | 5,650 | 1,893,346 | 5,011 | 5,875 |
| Musselshell ..... | ..... | 130,460 | 23,950 | 29,150 | 64,895 | ..... | 248,455 | 4,349 | 4,916 |
| Park | 14,874 | 383,879 | ..... | 205,030 | 31,390 | 10,966 | 646,139 | 4,154 | 5,264 |
| Petroleum ..... | ..... | 43,440 | ..... | 18,200 | ..... | ..... | 61,640 | 3,620 | 4,550 |
| Phillips ..... | ..... | 22,980 | ..... | 69,375 | 64,175 | ..... | 356,530 | 3,982 | 4,946 |
| Pondera | 9,900 | 339,460 | ..... | 122,620 | 15,250 | ..... | 487,230 | 4,261 | 5,106 |
| Powder River ..... | ..... | 127,845 | ..... | 34,300 | ..... | ..... | 162,145 | 3,455 | 4,900 |
| Powell ..... | ..... | 223,319 | ..... | 89,068 | 6,900 | 8,350 | 327,637 | 4,214 | 5,795 |
| Prairie ..... | ..... | 82,240 | ..... | 29,100 | 9,500 | ..... | 120,840 | 3,738 | 4,825 |
| Ravalli ..... | ..... | 350,800 | ..... | 162,797 | 80,494 | ..... | 594,091 | 4,278 | 4,679 |
| Richland ..... | ..... | 306,210 | 58,375 | 121,700 | 102,275 | ..... | 588,560 | 4,029 | 5,430 |
| Roosevelt ..... | ..... | 438,759 | ..... | 179,204 | 87,906 | 6,405 | 712,274 | 4,344 | 5,363 |
| Rosebud ..... | ..... | 175,325 | ..... | 60,850 | 72,730 | ..... | 308,905 | 4,276 | 4,947 |
| Sanders ..... | ..... | 233,099 | ..... | 105,426 | 81,993 | ..... | 420,518 | 4,571 | 5,206 |
| Sheridan | 3,770 | 258,100 | ..... | 82,600 | 76,603 | ..... | 421,073 | 4,092 | 5,136 |
| Silver Bow ..... | ..... | 802,859 | 321,539 | 83,567 | 230,021 | 24,782 | 1,462,768 | 5,049 | 5,322 |
| Stillwater ..... | ..... | 180,529 | ..... | 72,907 | 75,945 | ..... | 329,381 | 4,102 | 4,801 |
| Sweet Grass ..... | ..... | 129,605 | ..... | 45,980 | 10,250 | ..... | 185,835 | 3,811 | 5,623 |
| Teton | 9,450 | 267,830 | ..... | 109,578 | 65,550 | ..... | 452,408 | 4,700 | 5,307 |
| Toole | 11,200 | 299,440 | ..... | 117,175 | 24,450 | 4,500 | 456,765 | 4,437 | 5,219 |
| Treasure ..... | ..... | 45,050 | ..... | 9,500 | 25,350 | ..... | 79,900 | 4,095 | 4,979 |
| Valley ..... | ..... | 591,630 | ..... | 189,236 | 169,987 | 8,650 | 959,503 | 4,551 | 5,574 |
| Wheatland ..... | ..... | 84,705 | ..... | 29,025 | 68,100 | ..... | 181,830 | 4,033 | 5,112 |
| Wibaux ..... | ..... | 83,023 | ..... | 26,195 | 15,050 | ..... | 124,268 | 3,610 | 5,156 |
| Yellowstone ..... | ..... | 2,208,181 | 801,075 | 757,680 | 131,253 | 29,700 | 3,927,889 | 5,321 | 5,930 |
| TOTAL | \$241,314 | \$20,087,488 | \$2,761,688 | \$7,261,235 | \$2,841,952 | \$239,814 | \$33,433,541 | | |
| State Average | \$ 4,924 | \$ 4,546 | \$ 5,676 | \$ 5,538 | \$ 5,216 | \$ 5,213 | \$ 4,876 | | |

¹ For personnel employed full-time whose teaching duties are equivalent to a half-time or more than half-time teaching position.² Only State-accredited junior high schools are classified as such.³ Includes kindergarten.⁴ Includes junior high school teachers, those shared between elementary and high school, and other.

Table XXXI A.

AVERAGE SALARIES OF SUPERINTENDENTS AND PRINCIPALS, 1961-62

| | Average Salary |
|--|----------------|
| District Superintendents | \$8,061 |
| Principals, Junior High and High Schools, and Shared (Elementary-Secondary) | 7,610 |
| Principals, Elementary Schools..... | 7,135 |

Table XXXI B.

AVERAGE SALARIES OF SCHOOL LIBRARIANS, 1961-62

| | Average Salary |
|--|----------------|
| Junior High and High Schools, and Shared (Elementary-Secondary) | \$5,482 |
| Elementary Schools | 5,711 |

Table XXXI C.

AVERAGE SALARIES OF GUIDANCE AND COUNSELING PERSONNEL, 1961-62

| | Average Salary |
|--|----------------|
| Junior High and High Schools, and Shared (Elementary-Secondary) | \$6,403 |

Table XXXII.

VALUATION OF SCHOOL PROPERTY, BY COUNTIES, 1961-62

| County | Schoolhouses and Sites | Equipment | Total |
|----------------------|---------------------------|----------------------|----------------------|
| Beaverhead..... | \$ 1,988,117 | \$ 241,421 | \$ 2,229,538 |
| Big Horn..... | 3,159,603 | 342,867 | 3,502,470 |
| Blaine..... | 3,645,859 | 322,857 | 3,968,716 |
| Broadwater..... | 562,752 | 53,800 | 616,552 |
| Carbon..... | 3,095,684 | 417,015 | 3,512,699 |
| Carter..... | 402,970 | 95,150 | 498,120 |
| Cascade..... | 20,072,501 | 2,042,585 | 22,115,086 |
| Chouteau..... | 2,844,800 | 286,150 | 3,130,950 |
| Custer..... | 3,476,270 | 1,967,621 | 5,443,891 |
| Daniels..... | 1,207,220 | 123,900 | 1,331,120 |
| Dawson..... | 2,071,748 | 329,534 | 2,401,282 |
| Deer Lodge..... | 3,237,172 | 171,000 | 3,408,172 |
| Fallon..... | 1,671,300 | 206,375 | 1,877,675 |
| Fergus..... | 4,625,836 | 399,002 | 5,024,838 |
| Flathead..... | 9,952,964 | 1,250,874 | 11,203,838 |
| Gallatin..... | 9,575,535 | 922,095 | 10,497,630 |
| Garfield..... | 371,000 | 66,800 | 437,800 |
| Glacier..... | 3,063,850 | 206,700 | 3,270,550 |
| Golden Valley..... | 282,100 | 78,650 | 360,750 |
| Granite..... | 876,200 | 245,461 | 1,121,661 |
| Hill..... | 4,646,961 | 490,799 | 5,137,760 |
| Jefferson..... | 1,596,000 | 95,200 | 1,691,200 |
| Judith Basin..... | 958,145 | 227,833 | 1,185,978 |
| Lake..... | 2,796,457 | 755,782 | 3,552,239 |
| Lewis and Clark..... | 5,829,974 | 2,486,141 | 8,316,115 |
| Liberty..... | 859,250 | 158,300 | 1,017,550 |
| Lincoln..... | 3,834,000 | 1,371,100 | 5,205,100 |
| Madison..... | 1,433,304 | 239,000 | 1,672,304 |
| McCone..... | 911,299 | 256,857 | 1,168,156 |
| Meagher..... | 649,000 | 169,581 | 818,581 |
| Mineral..... | 1,043,050 | 183,900 | 1,226,950 |
| Missoula..... | 15,337,500 | 1,216,800 | 16,554,300 |
| Musselshell..... | 1,013,100 | 115,144 | 1,128,244 |
| Park..... | 4,228,597 | 741,784 | 4,970,381 |
| Petroleum..... | 184,500 | 44,900 | 229,400 |
| Phillips..... | 1,690,100 | 193,717 | 1,883,817 |
| Pondera..... | 2,325,000 | 273,525 | 2,598,525 |
| Powder River..... | 615,000 | 28,850 | 643,850 |
| Powell..... | 2,239,387 | 223,200 | 2,462,587 |
| Prairie..... | 737,500 | 63,650 | 801,150 |
| Ravalli..... | 3,212,124 | 443,808 | 3,655,932 |
| Richland..... | 2,935,800 | 278,840 | 3,214,640 |
| Roosevelt..... | 3,465,205 | 365,150 | 3,830,355 |
| Rosebud..... | 2,560,000 | 214,000 | 2,774,000 |
| Sanders..... | 2,606,613 | 368,234 | 2,974,847 |
| Sheridan..... | 2,149,250 | 280,710 | 2,429,960 |
| Silver Bow..... | 8,634,397 | 1,132,431 | 9,766,828 |
| Stillwater..... | 1,815,100 | 376,350 | 2,191,450 |
| Sweet Grass..... | 644,556 | 148,593 | 793,149 |
| Teton..... | 1,682,000 | 148,365 | 1,830,365 |
| Toole..... | 4,639,784 | 377,450 | 5,017,234 |
| Treasure..... | 112,000 | 336,000 | 448,000 |
| Valley..... | 4,849,006 | 623,100 | 5,472,106 |
| Wheatland..... | 1,343,762 | 112,700 | 1,456,462 |
| Wibaux..... | 667,400 | 76,950 | 744,350 |
| Yellowstone..... | 22,579,739 | 1,281,924 | 23,861,663 |
| TOTAL..... | \$193,008,341 | \$ 25,670,525 | \$218,678,866 |

Table XXXIII.

PUPILS ENTERING MONTANA SCHOOLS, BY COUNTIES, 1961-62*

(FIRST OF
TWO PAGES)

| County | E-1* | | | E-2* | | | C* |
|---------------------|--------|--------|---------|-------|-------|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys |
| Beaverhead | 750 | 733 | 1,483 | 51 | 43 | 94 | 24 |
| Big Horn | 1,285 | 1,247 | 2,532 | 48 | 53 | 101 | 53 |
| Blaine | 1,036 | 986 | 2,022 | 11 | 14 | 25 | 19 |
| Broadwater | 371 | 346 | 717 | 3 | 3 | 6 | 1 |
| Carbon | 1,041 | 915 | 1,956 | 21 | 14 | 35 | 5 |
| Carter | 279 | 238 | 517 | 9 | 6 | 15 | 5 |
| Cascade | 8,729 | 8,266 | 16,995 | 436 | 447 | 883 | 252 |
| Chouteau | 970 | 896 | 1,866 | 14 | 7 | 21 | 6 |
| Custer | 1,397 | 1,523 | 2,920 | 40 | 32 | 72 | 80 |
| Daniels | 494 | 437 | 931 | 4 | 6 | 10 | .... |
| Dawson | 1,506 | 1,346 | 2,852 | 24 | 29 | 53 | 27 |
| Deer Lodge | 1,228 | 1,225 | 2,453 | 12 | 12 | 24 | 28 |
| Fallon | 578 | 582 | 1,160 | 35 | 23 | 58 | 4 |
| Fergus | 1,905 | 1,757 | 3,662 | 53 | 34 | 87 | 47 |
| Flathead | 4,055 | 4,041 | 8,096 | 86 | 93 | 179 | 118 |
| Gallatin | 2,723 | 2,552 | 5,275 | 46 | 65 | 111 | 72 |
| Garfield | 251 | 227 | 478 | .... | 1 | 1 | 2 |
| Glacier | 1,479 | 1,395 | 2,874 | 36 | 45 | 81 | 41 |
| Golden Valley | 113 | 109 | 222 | 1 | .... | 1 | .... |
| Granite | 409 | 408 | 817 | 6 | 5 | 11 | 9 |
| Hill | 1,995 | 2,003 | 3,998 | 33 | 40 | 73 | 59 |
| Jefferson | 445 | 481 | 926 | 16 | 13 | 29 | 2 |
| Judith Basin | 418 | 398 | 816 | 12 | 24 | 36 | 12 |
| Lake | 1,834 | 1,590 | 3,424 | 22 | 26 | 48 | 44 |
| Lewis and Clark.... | 2,827 | 2,717 | 5,544 | 78 | 67 | 145 | 95 |
| Liberty | 356 | 350 | 706 | .... | .... | .... | 1 |
| Lincoln | 1,692 | 1,576 | 3,268 | 48 | 42 | 90 | 36 |
| Madison | 571 | 558 | 1,129 | 11 | 8 | 19 | 5 |
| McCone | 414 | 380 | 794 | 15 | 7 | 22 | .... |
| Meagher | 289 | 269 | 558 | 13 | 16 | 29 | 5 |
| Mineral | 419 | 380 | 799 | 13 | 21 | 34 | 3 |
| Missoula | 3,973 | 3,723 | 7,696 | 128 | 144 | 272 | 87 |
| Musselshell | 613 | 550 | 1,163 | 8 | 16 | 24 | 2 |
| Park | 1,586 | 1,526 | 3,112 | 21 | 19 | 40 | 34 |
| Petroleum | 106 | 91 | 197 | 1 | .... | 1 | .... |
| Phillips | 702 | 658 | 1,360 | 8 | 11 | 19 | 17 |
| Pondera | 1,076 | 1,056 | 2,132 | 12 | 10 | 22 | 9 |
| Powder River | 323 | 322 | 645 | 7 | 7 | 14 | .... |
| Powell | 836 | 808 | 1,644 | 18 | 14 | 32 | 17 |
| Prairie | 281 | 290 | 571 | 6 | 4 | 10 | .... |
| Ravalli | 1,643 | 1,498 | 3,141 | 50 | 58 | 108 | 39 |
| Richland | 1,378 | 1,303 | 2,681 | 16 | 12 | 28 | 17 |
| Roosevelt | 1,598 | 1,530 | 3,128 | 41 | 48 | 89 | 21 |
| Rosebud | 619 | 541 | 1,160 | 14 | 11 | 25 | 21 |
| Sanders | 857 | 808 | 1,665 | 24 | 25 | 49 | 14 |
| Sheridan | 923 | 861 | 1,784 | 12 | 9 | 21 | 2 |
| Silver Bow | 3,748 | 3,379 | 7,127 | 95 | 98 | 193 | 218 |
| Stillwater | 711 | 611 | 1,322 | 6 | 4 | 10 | 1 |
| Sweet Grass | 351 | 352 | 703 | 8 | 5 | 13 | 4 |
| Teton | 1,014 | 941 | 1,955 | 9 | 12 | 21 | 8 |
| Toole | 975 | 903 | 1,878 | 9 | 12 | 21 | 33 |
| Treasure | 177 | 162 | 339 | 3 | 3 | 6 | 1 |
| Valley | 2,303 | 2,175 | 4,478 | 113 | 119 | 232 | 76 |
| Wheatland | 384 | 344 | 728 | 3 | 7 | 10 | 1 |
| Wibaux | 205 | 208 | 413 | 3 | 2 | 5 | 3 |
| Yellowstone | 9,080 | 8,717 | 17,797 | 234 | 273 | 507 | 394 |
| TOTAL | 77,321 | 73,288 | 150,609 | 2,046 | 2,119 | 4,165 | 2,074 |

*A pupil entering school in a given year is classified in one of the following ways:

E-1 Pupils entering school this year who have not previously entered any other school in the United States this year;

E-2 Pupils entering school who previously have been entered in another school in another state and who have not been entered previously in a Montana school this year;

C Pupils transferring to a school from any other school in the county;

M Pupils transferring to a school from any other school in Montana outside the county.

PUPILS ENTERING MONTANA SCHOOLS, BY COUNTIES, 1961-62

(SECOND OF
TWO PAGES)

| C* | | M* | | | Total Entries | | | County |
|-------|-------|-------|-------|-------|---------------|--------|---------|-----------------|
| Girls | Total | Boys | Girls | Total | Boys | Girls | Total | |
| 27 | 51 | 53 | 34 | 87 | 878 | 837 | 1,715 | Beaverhead |
| 56 | 109 | 59 | 61 | 120 | 1,445 | 1,417 | 2,862 | Big Horn |
| 14 | 33 | 30 | 27 | 57 | 1,096 | 1,041 | 2,137 | Blaine |
| 5 | 6 | 18 | 15 | 33 | 393 | 369 | 762 | Broadwater |
| 3 | 8 | 40 | 27 | 67 | 1,107 | 959 | 2,066 | Carbon |
| 2 | 7 | 9 | 6 | 15 | 302 | 252 | 554 | Carter |
| 218 | 470 | 743 | 661 | 1,404 | 10,160 | 9,592 | 19,752 | Cascade |
| 3 | 9 | 13 | 13 | 26 | 1,003 | 919 | 1,922 | Chouteau |
| 79 | 159 | 63 | 44 | 107 | 1,580 | 1,678 | 3,258 | Custer |
| .... | .... | 3 | 2 | 5 | 501 | 445 | 946 | Daniels |
| 22 | 49 | 30 | 35 | 65 | 1,587 | 1,432 | 3,019 | Dawson |
| 23 | 51 | 16 | 19 | 35 | 1,284 | 1,279 | 2,563 | Deer Lodge |
| .... | 4 | 20 | 17 | 37 | 637 | 622 | 1,259 | Fallon |
| 51 | 98 | 77 | 92 | 169 | 2,082 | 1,934 | 4,016 | Fergus |
| 106 | 224 | 96 | 93 | 189 | 4,355 | 4,333 | 8,688 | Flathead |
| 63 | 135 | 78 | 96 | 174 | 2,919 | 2,776 | 5,695 | Gallatin |
| 1 | 3 | 10 | 7 | 17 | 263 | 236 | 499 | Garfield |
| 31 | 72 | 42 | 47 | 89 | 1,598 | 1,518 | 3,116 | Glacier |
| .... | .... | 3 | 2 | 5 | 117 | 111 | 228 | Golden Valley |
| 7 | 16 | 23 | 28 | 51 | 447 | 448 | 895 | Granite |
| 79 | 138 | 51 | 53 | 104 | 2,138 | 2,175 | 4,313 | Hill |
| .... | 2 | 28 | 20 | 48 | 491 | 514 | 1,005 | Jefferson |
| 15 | 27 | 39 | 21 | 60 | 481 | 458 | 939 | Judith Basin |
| 36 | 80 | 39 | 44 | 83 | 1,939 | 1,696 | 3,635 | Lake |
| 103 | 198 | 109 | 101 | 210 | 3,109 | 2,988 | 6,097 | Lewis and Clark |
| 3 | 4 | 9 | 12 | 21 | 366 | 365 | 731 | Liberty |
| 23 | 59 | 27 | 27 | 54 | 1,803 | 1,668 | 3,471 | Lincoln |
| 6 | 11 | 11 | 16 | 27 | 598 | 588 | 1,186 | Madison |
| .... | .... | 3 | 2 | 5 | 432 | 389 | 821 | McCone |
| 7 | 12 | 23 | 21 | 44 | 330 | 313 | 643 | Meagher |
| .... | 3 | 10 | 22 | 32 | 445 | 423 | 868 | Mineral |
| 58 | 145 | 140 | 129 | 269 | 4,328 | 4,054 | 8,382 | Missoula |
| 3 | 5 | 12 | 18 | 30 | 635 | 587 | 1,222 | Musselshell |
| 36 | 70 | 40 | 45 | 85 | 1,681 | 1,626 | 3,307 | Park |
| .... | .... | 1 | .... | 1 | 108 | 91 | 199 | Petroleum |
| 12 | 29 | 14 | 10 | 24 | 741 | 691 | 1,432 | Phillips |
| 5 | 14 | 23 | 35 | 58 | 1,120 | 1,106 | 2,226 | Pondera |
| .... | .... | .... | 4 | 4 | 330 | 333 | 663 | Powder River |
| 9 | 26 | 34 | 32 | 66 | 905 | 863 | 1,768 | Powell |
| .... | .... | 10 | 16 | 26 | 297 | 310 | 607 | Prairie |
| 32 | 71 | 47 | 44 | 91 | 1,779 | 1,632 | 3,411 | Ravalli |
| 13 | 30 | 29 | 34 | 63 | 1,440 | 1,362 | 2,802 | Richland |
| 16 | 37 | 40 | 19 | 59 | 1,700 | 1,613 | 3,313 | Roosevelt |
| 23 | 44 | 14 | 22 | 36 | 668 | 597 | 1,265 | Rosebud |
| 7 | 21 | 28 | 24 | 52 | 923 | 864 | 1,787 | Sanders |
| 4 | 6 | 9 | 8 | 17 | 946 | 882 | 1,828 | Sheridan |
| 210 | 428 | 94 | 69 | 163 | 4,155 | 3,756 | 7,911 | Silver Bow |
| 6 | 7 | 9 | 12 | 21 | 727 | 633 | 1,360 | Stillwater |
| 4 | 8 | 9 | 10 | 19 | 372 | 371 | 743 | Sweet Grass |
| 8 | 16 | 52 | 63 | 115 | 1,083 | 1,024 | 2,107 | Teton |
| 17 | 50 | 25 | 16 | 41 | 1,042 | 948 | 1,990 | Toole |
| .... | 1 | 1 | 4 | 5 | 182 | 169 | 351 | Treasure |
| 77 | 153 | 38 | 46 | 84 | 2,530 | 2,417 | 4,947 | Valley |
| 2 | 3 | 19 | 22 | 41 | 407 | 375 | 782 | Wheatland |
| 2 | 5 | 10 | 15 | 25 | 221 | 227 | 448 | Wibaux |
| 354 | 748 | 165 | 128 | 293 | 9,873 | 9,472 | 19,345 | Yellowstone |
| 1,881 | 3,955 | 2,638 | 2,490 | 5,128 | 84,079 | 79,778 | 163,857 | TOTAL |

Table XXXIV.

**AVERAGE NUMBER BELONGING AND AVERAGE DAILY ATTENDANCE, 1961-62 AND
SCHOOL CENSUS, 1961, BY COUNTIES**

| County | ANB* | | ADA** | | School Census |
|-----------------------|----------------|---------------|----------------|---------------|----------------|
| | Elementary | High School | Elementary | High School | 6-21 Years |
| Beaverhead | 1,214 | 450 | 1,151 | 428 | 1,904 |
| Big Horn | 1,921 | 588 | 1,790 | 550 | 3,867 |
| Blaine | 1,535 | 493 | 1,485 | 466 | 2,871 |
| Broadwater | 509 | 209 | 482 | 192 | 867 |
| Carbon | 1,319 | 631 | 1,257 | 591 | 2,397 |
| Carter | 394 | 124 | 375 | 116 | 686 |
| Cascade | 12,636 | 3,528 | 11,644 | 3,259 | 21,575 |
| Chouteau | 1,377 | 484 | 1,289 | 456 | 2,312 |
| Custer | 1,990 | 773*** | 1,906 | 734*** | 4,175 |
| Daniels | 648 | 273 | 618 | 258 | 1,159 |
| Dawson | 2,063 | 847*** | 1,888 | 813*** | 3,742 |
| Deer Lodge | 1,812 | 741 | 1,754 | 714 | 4,658 |
| Fallon | 846 | 303 | 793 | 290 | 1,250 |
| Fergus | 2,668 | 895 | 2,469 | 834 | 4,469 |
| Flathead | 5,870 | 2,268 | 5,591 | 2,169 | 10,179 |
| Gallatin | 3,945 | 1,296 | 3,694 | 1,229 | 7,171 |
| Garfield | 356 | 116 | 340 | 113 | 588 |
| Glacier | 2,126 | 591 | 2,036 | 566 | 4,565 |
| Golden Valley | 231 | 90 | 222 | 88 | 359 |
| Granite | 542 | 193 | 513 | 182 | 925 |
| Hill | 3,013 | 935 | 2,855 | 890 | 5,758 |
| Jefferson | 706 | 253 | 664 | 236 | 1,138 |
| Judith Basin | 558 | 244 | 536 | 231 | 972 |
| Lake | 2,473 | 940 | 2,346 | 887 | 4,489 |
| Lewis and Clark | 4,147 | 1,505 | 3,899 | 1,412 | 7,966 |
| Liberty | 512 | 194 | 494 | 187 | 857 |
| Lincoln | 2,459 | 825 | 2,314 | 785 | 4,024 |
| Madison | 760 | 333 | 715 | 313 | 1,431 |
| McCone | 619 | 201 | 595 | 193 | 1,016 |
| Meagher | 413 | 138 | 389 | 132 | 768 |
| Mineral | 565 | 224 | 538 | 207 | 973 |
| Missoula | 6,838 | 2,549 | 6,539 | 2,391 | 12,997 |
| Musselshell | 813 | 333 | 776 | 316 | 1,367 |
| Park | 2,051 | 871 | 1,963 | 848 | 3,626 |
| Petroleum | 142 | 53 | 138 | 51 | 255 |
| Phillips | 1,001 | 366 | 945 | 345 | 1,731 |
| Pondera | 1,595 | 511 | 1,540 | 490 | 2,460 |
| Powder River | 491 | 160 | 467 | 151 | 749 |
| Powell | 1,095 | 412 | 1,048 | 383 | 2,197 |
| Prairie | 426 | 163 | 410 | 157 | 729 |
| Ravalli | 2,225 | 920 | 2,108 | 869 | 3,883 |
| Richland | 1,870 | 846 | 1,776 | 797 | 3,354 |
| Roosevelt | 2,330 | 774 | 2,217 | 740 | 5,186 |
| Rosebud | 894 | 320 | 855 | 300 | 2,016 |
| Sanders | 1,214 | 451 | 1,159 | 432 | 1,971 |
| Sheridan | 1,298 | 460 | 1,229 | 440 | 1,982 |
| Silver Bow | 5,210 | 1,941 | 4,899 | 1,865 | 13,095 |
| Stillwater | 907 | 377 | 876 | 359 | 1,548 |
| Sweet Grass | 452 | 220 | 434 | 213 | 848 |
| Teton | 1,367 | 542 | 1,323 | 522 | 2,396 |
| Toole | 1,309 | 483 | 1,218 | 457 | 2,328 |
| Treasure | 245 | 89 | 233 | 85 | 407 |
| Valley | 3,389 | 1,010 | 3,171 | 942 | 5,501 |
| Wheatland | 525 | 205 | 495 | 190 | 845 |
| Wibaux | 326 | 100 | 316 | 97 | 521 |
| Yellowstone | 13,569 | 4,536 | 12,543 | 4,246 | 24,626 |
| TOTAL | 111,809 | 39,377 | 105,320 | 37,207 | 205,729 |

*Average number belonging, a term defined by the Foundation Program law for calculating state equalization aid to schools.

**Average daily attendance, a term denoting aggregate attendance divided by days taught.

***Including junior college.

Table XXXV.

BIRTHS IN MONTANA, 1940-1961*

| Year | Number of Births |
|------------|------------------|
| 1940 | 11,468 |
| 1941 | 11,545 |
| 1942 | 11,735 |
| 1943 | 11,407 |
| 1944 | 10,943 |
| 1945 | 10,601 |
| 1946 | 12,858 |
| 1947 | 15,086 |
| 1948 | 15,035 |
| 1949 | 15,366 |
| 1950 | 15,592 |
| 1951 | 15,929 |
| 1952 | 16,479 |
| 1953 | 16,596 |
| 1954 | 17,276 |
| 1955 | 17,461 |
| 1956 | 17,703 |
| 1957 | 18,219 |
| 1958 | 17,275 |
| 1959 | 17,641 |
| 1960 | 17,266 |
| 1961 | 17,197 |

*Source: State Board of Health.

Table XXXVI.

**1961-62 FOUNDATION PROGRAM COMPARISONS, BY SELECTED ANB GROUPINGS AND BY
ELEMENTARY AND HIGH SCHOOLS: NUMBER OF DISTRICTS, ANB AND FOUNDATION
PROGRAM SCHEDULE AMOUNTS**

ELEMENTARY SCHOOLS

| ANB Grouping | District Budgets | | ANB (1960-61)* | | Foundation Program | |
|----------------|------------------|------------|----------------|------------|--------------------|------------|
| | Number | Per Cent** | Number | Per Cent** | Amount | Per Cent** |
| 1- 8 | 188 | 23.0 | 1,048 | 1.1 | \$ 640,866 | 2.3 |
| 9- 17 | 217 | 26.4 | 2,653 | 2.4 | 966,605 | 3.5 |
| 18- 40 | 162 | 19.7 | 4,138 | 3.8 | 1,454,946 | 5.2 |
| 41-100 | 106 | 12.9 | 6,963 | 6.4 | 2,144,733 | 7.7 |
| 101-300 | 88 | 10.7 | 15,539 | 14.3 | 4,094,871 | 14.7 |
| Over 300 | 60 | 7.3 | 78,033 | 72.0 | 18,547,063 | 66.6 |
| Total | 821 | 100.0 | 108,374 | 100.0 | \$27,849,084 | 100.0 |

HIGH SCHOOLS

| | | | | | | |
|----------------|-----|-------|--------|-------|--------------|-------|
| 1- 24 | 10 | 5.8 | 178 | .5 | \$ 97,170 | .8 |
| 25- 40 | 24 | 13.9 | 779 | 2.2 | 419,482 | 3.6 |
| 41- 60 | 22 | 12.7 | 1,102 | 3.1 | 569,783 | 4.9 |
| 61-100 | 36 | 20.8 | 2,832 | 7.8 | 1,239,213 | 10.6 |
| 101-200 | 44 | 25.4 | 6,302 | 17.4 | 2,212,852 | 18.9 |
| 201-300 | 10 | 5.8 | 2,384 | 6.6 | 745,493 | 6.3 |
| 301-650 | 18 | 10.4 | 7,927 | 21.9 | 2,374,627 | 20.2 |
| 651-900 | 3 | 1.7 | 2,181 | 6.0 | 612,018 | 5.2 |
| Over 900 | 6 | 3.5 | 12,498 | 34.5 | 3,462,821 | 29.5 |
| Total | 173 | 100.0 | 36,183 | 100.0 | \$11,733,459 | 100.0 |

| | | | | | | |
|--------------------|--|--|---------|--|--------------|--|
| TOTAL | | | 144,557 | | \$39,582,543 | |
|--------------------|--|--|---------|--|--------------|--|

*The Foundation Program for any year is based on the Average Number Belonging (ANB) of the preceding year.

**Per cent of the number (or amount) attributable to a given ANB Grouping in the total number (or amount) attributable to all elementary schools, or to all high schools, as applicable.

Table XXXVI.—continued

**1961-62 FOUNDATION PROGRAM COMPARISONS, BY SELECTED ANB GROUPINGS AND BY
ELEMENTARY AND HIGH SCHOOLS: GENERAL FUND BUDGET AMOUNTS AND DISTRICT
LEVIES FOR PERMISSIVE AND VOTED AMOUNTS**

ELEMENTARY SCHOOLS

| ANB Grouping | General Fund Budget | | Permissive Levies | | Voted Levies | |
|----------------|---------------------|--------------|---------------------|--------------|--------------------|--------------|
| | Amount | Per Cent* | Amount | Per Cent* | Amount | Per Cent* |
| 1- 8 | \$ 916,869 | 2.3 | \$ 185,322 | 2.3 | \$ 90,681 | 2.4 |
| 9- 17 | 1,369,220 | 3.5 | 269,259 | 3.4 | 133,356 | 3.6 |
| 18- 40 | 1,947,538 | 4.9 | 364,759 | 4.6 | 127,833 | 3.4 |
| 41-100 | 3,024,729 | 7.7 | 565,424 | 7.2 | 314,572 | 8.3 |
| 101-300 | 5,784,809 | 14.6 | 1,130,753 | 14.3 | 559,185 | 14.8 |
| Over 300 | 26,484,698 | 67.0 | 5,389,141 | 68.2 | 2,548,494 | 67.5 |
| Total | <u>\$39,527,863</u> | <u>100.0</u> | <u>\$ 7,904,658</u> | <u>100.0</u> | <u>\$3,774,121</u> | <u>100.0</u> |

HIGH SCHOOLS

| | | | | | | |
|--------------------|---------------------|--------------|---------------------|--------------|--------------------|--------------|
| 1- 24 | \$ 253,384 | 1.3 | \$ 32,310 | 1.0 | \$ 123,904 | 3.1 |
| 25- 40 | 810,759 | 4.3 | 133,897 | 4.2 | 257,380 | 6.5 |
| 41- 60 | 955,606 | 5.1 | 171,048 | 5.3 | 214,775 | 5.4 |
| 61-100 | 1,929,177 | 10.2 | 369,349 | 11.5 | 320,615 | 8.0 |
| 101-200 | 3,334,877 | 17.6 | 587,085 | 18.3 | 534,940 | 13.4 |
| 201-300 | 1,209,405 | 6.4 | 196,757 | 6.1 | 267,155 | 6.7 |
| 301-650 | 3,659,950 | 19.3 | 632,450 | 19.7 | 652,873 | 16.4 |
| 651-900 | 846,951 | 4.5 | 160,726 | 5.0 | 74,207 | 1.9 |
| Over 900 | 5,926,430 | 31.3 | 926,545 | 28.9 | 1,537,064 | 38.6 |
| Total | <u>\$18,926,539</u> | <u>100.0</u> | <u>\$ 3,210,167</u> | <u>100.0</u> | <u>\$3,982,913</u> | <u>100.0</u> |
| TOTAL | \$58,454,402 | | \$11,114,825 | | \$7,757,034 | |

*Per cent of the amount attributable to a given ANB Grouping in the total amount attributable to all elementary schools, or to all high schools, as applicable.

Table XXXVI.—continued

1961-62 FOUNDATION PROGRAM COMPARISONS, BY SELECTED ANB GROUPINGS AND BY
ELEMENTARY AND HIGH SCHOOLS: USE OF PERMISSIVE AND VOTED LEVIES

ELEMENTARY SCHOOLS

| ANB Grouping | Districts Using Less Than Full Permissive Amount | | Districts Using Full Permissive Amount | | Districts Voting Special Levy | |
|----------------|---|-----------|---|-----------|----------------------------------|-----------|
| | Number | Per Cent* | Number | Per Cent* | Number | Per Cent* |
| 1- 8 | 54 | 28.7 | 134 | 71.3 | 78 | 41.5 |
| 9- 17 | 47 | 21.7 | 170 | 78.3 | 104 | 47.9 |
| 18- 40 | 58 | 35.8 | 104 | 64.2 | 51 | 31.5 |
| 41-100 | 22 | 20.8 | 84 | 79.2 | 54 | 50.9 |
| 101-300 | 11 | 12.5 | 77 | 87.5 | 48 | 54.5 |
| Over 300 | 6 | 10.0 | 54 | 90.0 | 42 | 70.0 |
| Total | 198 | Av. 24.1 | 623 | Av. 75.9 | 377 | Av. 45.9 |

HIGH SCHOOLS

| | | | | | | |
|----------------|-----|---------|-----|----------|-----|----------|
| 1- 24 | 0 | .0 | 10 | 100.0 | 9 | 90.0 |
| 25- 40 | 0 | .0 | 24 | 100.0 | 24 | 100.0 |
| 41- 60 | 1 | 4.5 | 21 | 95.5 | 19 | 86.4 |
| 61-100 | 4 | 11.1 | 32 | 88.9 | 30 | 83.3 |
| 101-200 | 2 | 4.5 | 42 | 95.5 | 42 | 95.5 |
| 201-300 | 0 | .0 | 10 | 100.0 | 10 | 100.0 |
| 301-650 | 1 | 5.6 | 17 | 94.4 | 17 | 94.4 |
| 651-900 | 1 | 33.3 | 2 | 66.7 | 2 | 66.7 |
| Over 900 | 0 | .0 | 6 | 100.0 | 5 | 83.3 |
| Total | 9 | Av. 5.2 | 164 | Av. 94.8 | 158 | Av. 91.3 |
| TOTAL | 207 | | 787 | | 535 | |

*Percentage based on the total number of districts in the applicable ANB Grouping.

APPENDICES

Appendix I.

OFFICIAL PUBLICATIONS OF THE DEPARTMENT OF PUBLIC INSTRUCTION

OFFICIAL REPORTS

- Biennial Report of the Superintendent of Public Instruction. (Issued December 1 preceding biennial legislative session.)
- Annual Descriptive Report of the Montana State Board for Vocational Education. (Issued each year.)
- Annual Report of the Director of Indian Education. (Issued each year.)
- Annual Report to the State Board of Education, School Lunch Program. (Issued each year.)

NEWSLETTERS

- Montana Schools: official news publication of the Superintendent of Public Instruction. (Issued monthly during the school year.)
- Home Economics Newsbulletin. (Issued twice yearly.)
- The Agricultural Education Visitor. (Issued six times during the school year.)
- Better Lunches for Healthier Children. (Issued monthly during the school year.)
- Montana Guidance Newsletter. (Issued quarterly during the school year.)

MISCELLANEOUS PUBLICATIONS OF GENERAL INTEREST

- Montana Educational Directory. (Issued each year about December 1.)
- School Laws of Montana, 1961. (Available from Department of Public Instruction at \$7.00.)
- Handbook of Montana School Finance and Statistics. (Available from Department of Public Instruction at \$4.05.)
- Standards for Accreditation of Montana Elementary Schools, August, 1961; and Addendum to Standards for Accreditation, September, 1962.
- Standards for Accreditation of Montana High Schools, September, 1960; and Addendum to Standards for Accreditation, September, 1962.
- Accreditation Status of Montana Junior and Senior High Schools. (Issued each year.)
- Handbook for Montana Schools, National Defense Education Act of 1958, Public Law 85-864, Title III, 1962.
- Certification of Teachers and School Administrators in Montana, Revised 1962.

STUDY GUIDES

- The Study Guide in English, Grades 9-12, 1959. (Available from Department of Public Instruction at \$1.80.)
- The Study Guide in Science, Grades 7-9, 1961. (Available from Department of Public Instruction at 90c.)
- The Study Guide in Science, Grades 10-12, 1961. (Available from Department of Public Instruction at 90c.)
- Tentative Guide for Language Arts, Grades 1-8, 1960.*
- Tentative Guide for Language Arts, Grades 1-8, Tentative Supplement: A Program for Developmental Reading, 1960.*
- Tentative Guide for Physical Education, Grades 1-10, 1962.*
- Tentative Guide for Mathematics, Grades 1-6, 1959.*
- Tentative Guide for Mathematics, Grades 1-6, 1959.*
- Tentative Guide for Science, Grades 1-6, 1960.*

*Tentative guides are prepared for trial use in the schools pending revision and final publication, and are not available for general distribution.

OFFICIAL PUBLICATIONS—continued**SELECTED PUBLICATIONS OF SPECIALIZED INTEREST****Audiovisual Education**

Montana Educational Film Directory, 1962 revision now being printed.

Aviation

A Glossary of Aeronautical Terms, April, 1960.

List of Aerospace and Related Films, August, 1962.

Aerospace Handbook for the Junior High School Teacher, 1961. (Available from Department of Public Instruction at 50c.)

Aviation and Space Literature for Juveniles, February, 1961.

Aviation and Space Literature for Juveniles Supplement, September, 1961.

Airline Stewardess Career Bulletin, September, 1961.

Airline Stewardess Career Bulletin Supplement, November, 1961.

Aviation Education Teaching Units and Aids for Elementary Teachers, January, 1962.

A Vocabulary List of Aviation and Space Terms (Grades 1-8), August, 1962.

Aerospace Arithmetic: A Supplement for Elementary Arithmetic, September, 1962.

Air and Space Age Education Teaching Materials (listing), August, 1962.

Foreign Languages

French Plays for Classroom Use, November, 1959.

General Sources of Foreign Language Books, March, 1960.

Study of Foreign Language Enrollments in Montana High Schools and Accredited Junior High Schools, 1962.

Bibliographies of books in English related to countries where French, German and Spanish are spoken, 1962.

Suggested Guide for Purchase of Language Laboratory Equipment, 1961.

Significant New Publications in the Field of Modern Foreign Languages, 1961.

Guidance Services

Handbook for Montana Schools, National Defense Education Act of 1958, Public Law 85-864, Title V-a, April, 1959.

Information Adapted from Estimates of Worker Trait Requirements for 4,000 Jobs: A Reference Manual for Montana Counselors, November, 1960.

A Report of the Activities of the 1958 Montana High School Graduates Enrolling in College, Autumn, 1958; April, 1960.

A Report on the Activities of the 1957 Montana High School Graduates, June, 1958.

A 1960 Supplement to A Report on the Activities of the 1958 Montana High School Graduates Enrolling in College, Autumn, 1958; April, 1961.

Secondary School Norms for the Differential Aptitude Tests, August, 1959.

Books in Occupations: Occupations in Relation to School Subjects; Related Aptitude and Interest Test Patterns, February, 1961.

List of State and National Level Sources, Scholarships, Fellowships and Loans, September, 1962.

Counseling, Guidance and the Use of Tests, October, 1962.

Libraries

A Guide for Montana School Libraries, 1961. (Available from Department of Public Instruction at 50c.)

Mathematics and Science

Selected Reference and Resources for Elementary Science Teachers, 1962.

An Elementary School Mathematics Library, 1962.

Elementary Science Equipment List, 1960.

A High School Mathematics Library, 1960.

Music and Art

Art Books for Children, September, 1960.

Art Films, May, 1960.

Art Scholarships and Awards Available to Montana High School Graduates, January, 1960.

Bibliography of Music Education Materials, December, 1961.

Children's Art and Music Books in Print, 1958 and 1959; November, 1959 and February, 1960.

Elementary Art Activities for Montana, January, 1958.

Ensemble Piano Music for Montana Music Festivals, Supplemental List, July, 1960.

Evaluation Outline for the High School Band Program, June, 1960.

OFFICIAL PUBLICATIONS—continued

The General Music Class, March, 1960.
 High School Choral Music, September, 1959.
 How Good is Your Elementary Music Program? Revised May, 1959.
 Instrumental Music, Published from September 1, 1958 through July 1, 1959; November, 1959.
 An Introduction to Music for Montana Rural Schools, September, 1961.
 Materials for Madrigal Groups, July, 1961.
 Music Films, May, 1960; and Supplemental Listing, November, 1960.
 Music Games, 1958.
 Music Resource Recording, 1956.
 Music Scholarships and Awards Available to Montana High School Graduates, January, 1960.
 The Pronunciation of Ecclesiastical Latin for Choral Teachers, February, 1958.
 Relaxation Activities for Classrooms Having Limited Space, October, 1961.
 Some Suggested Festival Music, October, 1960.
 Suggestions for a Cumulative Song List for Classroom, Assembly and Community Use, October, 1960.
 Why, What, How and When of Elementary School Music, January, 1962.
 Wind Instrument Transposition Chart, 1958.
 Publications Available from State Music Supervisor (listing), August, 1962.

Pupil Transportation

Minimum Standards for School Buses in Montana, May, 1962.
 Montana School Bus Drivers Manual, 1961.
 Procedure in the Purchase of School Buses, 1960.
 School Bus Emergency Evacuation Drills, 1962.
 Schedule of Maximum Expenditures for School Bus Transportation Reimbursable from State Funds, 1962.

School Lunch Program

On the Band Wagon to Better Meals, 1960.
 School Lunch Manual, 1961.

Special Education

Eligibility Standards for Children Enrolled in an Educable Handicapped Class, 1962.
 Financing of Special Education Program for Handicapped Children, 1961.
 General Regulations Regarding Certification of Special Education Teaching Personnel, 1961.
 Bibliography on the Mentally Handicapped Child, July, 1959.

Surplus Property

Informational brochure re Surplus Property Program, 1962.
 Surplus Property circular, listing of available surplus property. (Issued three times yearly.)

Vocational Education

Constitution and Bylaws of Montana Association of the Distributive Education Clubs of America, February, 1960.
 Deca Teen. (Issued three times during the school year by the Distributive Education Service for the Montana Association of the Distributive Education Clubs of America.)
 FHA Devotions, June, 1960.
 New Methods of Clothing Construction, Supplement No. III, August, 1960.
 Program of Instruction for Vocational Homemaking Departments in Montana, July, 1961.
 Planning Homemaking Departments in Montana High Schools, September, 1961.
 Guide for Teaching Homemaking in Montana Schools, September, 1961.
 Manual of References for Teaching Homemaking, Supplement No. II, November, 1958.
 Planning, Organizing and Managing Vocational Agricultural Education Facilities, 1958.
 Constitution, Bylaws and Resolutions, Montana Association of Future Farmers of America, 1962.
 The Montana Future Farmer. (Issued six times during the school year by the Agricultural Education Service for the Montana Association of Future Farmers of America.)
 Montana Association of Future Farmers of America Activities and Awards for 1962-63.
 Trade and Industrial Education Service, Information Bulletin No. 1, Fire Service Training, January, 1961,

OFFICIAL PUBLICATIONS—continued**POLICY STATEMENTS****Division of Financial and Statistical Services**

- 1961-62 Pupil Enrollment Records, NDEA-X-85-7/13/61-265.
- Availability of Record-keeping Materials, NDEA-X-130-6/62-1400.
- Approval of Isolation for Elementary Schools (ANB 1-8), Required Action, As-49-3/62-150.
- Official Method for Calculating the Junior College ANB, F&S-23-5/62-25.
- Guide for Determining Degree of Isolation, T-106-4/9/62-900.
- State Board of Education Policy Pertaining to "First Child Rates" for Transportation, T-109-5/26/61-2500.

Division of Instructional Services**Audiovisual Education**

- Change in Policy Regarding Charges for Film, July 1, 1961.

Correspondence School

- Policy for Elementary Correspondence Study, May, 1959.
- Changes in High School Course Offerings in the State Correspondence School, March 17, 1961.
- Information Sheet on Citizenship Courses for Persons Wishing to Prepare for Citizenship, 1961.

Elementary Schools

- Policy Memorandum re Standard I-C-5, Standards for Accreditation of Montana Elementary Schools, As-37-12/61-100.
- Discontinuance of Eighth Grade Study Guide, As-m216-9/62-60.
- Definition of a Pupil Instruction Day, As-54-8/62-100.

High Schools

- Definition of a Pupil Instruction Day, As-54-8/62-100.
- High School Equivalency Certificate and Accrediting Service Educational Experiences brochure. In process of publication.

Vocational Education

- Use of Reimbursement Funds of Vocational Agricultural Education Programs, 1962.

Division of General Services

- Certification Policies, June 1, 1962, As-m196-6/62-700.
- Emergency Authorization To Teach, C-37-9/62-300.

Appendix II.

DUTIES AND RESPONSIBILITIES OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, ACCORDING TO THE REVISED CODES OF MONTANA, 1947, AS AMENDED

- 75-1303. Serve as executive and administrative head of the Department of Public Instruction.
- 75-1311. Prepare a course of study and prescribe use, for all public elementary and high schools.
- 75-2002. Courses to be taught in public schools.
- 75-4206. Prescribe standards and rules for admission to junior high schools, and junior high school courses.
- 75-2102. Approve course of study for Americanization schools.
- 75-2302. Publish and distribute to all teachers a book on fire dangers prepared by commissioner of insurance.
- 75-2009. Health, physical education and recreation instruction.
- 75-2013. Conservation education to be taught in public schools.
- 75-2015. Integration of conservation education into courses of study.
- 75-2017. Courses of study and credits for applied music.
- 75-2214. Course of exercises for Arbor Day.
- 75-2211. Course of exercises for Pioneer Day.
- 75-2206. Course of exercises for Constitution Day.
- 75-1402. Courses of instruction in discovery and education of the exceptional child.
- 75-5002. Courses of instruction in discovery and education of the handicapped child.
- 75-2011. Supervision of visual aids library.
- 75-4001. Course of study for elementary manual and industrial training.
- 75-1316. Lists of publications suitable for school libraries, prices of publications, and rules for care and use of school libraries.
- 75-1319. Surveys of school facilities.
- 75-4222. Approval of plans and specifications for school houses in second and third class districts.
- 75-4802. Disbursement of school lunch funds.
- 75-4803. Administration of school lunch program.
- 75-4806. Accounts and records for school lunch program.
- 75-4807. Studies of methods of improving and expanding school lunch programs.
- 75-3509. Lists of textbooks filed by publishers, with prices and terms.
- 75-3503. Licensing of textbook suppliers.
- 75-3504. Enforcement of textbook licensing provisions.
- 75-3406. First-aid certificates for school bus drivers.
- 75-3308. Recommendation of regulations for school bus operation.
- 75-3401. Appeal on transportation matters.
- 75-1317. Address public assemblies on subjects pertaining to the public schools.
- 75-2703. Member of Teachers Retirement Board.
- 75-1405. Appointment of exceptional child specialists.
- 75-5102. Supervision of expenditures of funds received from federal government for aid to education.
- 75-5101. Request and accept such federal funds for education as may be available, with governor.
- 75-4004. Grant special manual training teachers' certificate.
- 75-4706. Maintain file of oath of allegiance of public school teachers.
- 75-1724. Maintain records of school district budgets.
- 75-1508. Provide county superintendents with blanks and other materials.
- 75-1313. Advise county superintendents on school matters; provide answers to questions of law; decide appeals from county superintendents' decisions, prescribe and enforce rules for hearings; call annual meeting of county superintendents.
- 75-1526. Receive statistics from county superintendents.
- 75-1524. Check school census, provided by county superintendents, for duplications; advise county superintendents of findings; require corrections.
- 75-1626. Hear appeals from decision of boards of trustees or county superintendents relating to transportation, rent, tuition or board.
- 75-1630. Negotiate with other state superintendents of public instruction in adjoining states with regard to tuition payments for pupils attending school there.
- 75-4139. Approve petitions for establishment of high schools, if warranted upon investigation.
- 75-4201. Establish rules pertaining to reorganization of school system to provide junior high school.
- 75-4148. Grant or withhold approval of establishment of junior high schools.
- 75-4230. Negotiate with other state superintendents in adjoining states for tuition payments of Montana pupils attending high school in such states.
- 75-4233. Approve consolidation of high schools on request of county commissioners.
- 75-4407. Supervise and control junior colleges to same extent as other public schools.
- 75-4403. Consider petitions for establishing junior colleges.
- 75-4405. Notify Board of Education of approval of any petition for a junior college.
- 75-4602. Approve boundaries of high school districts within a county.
- 75-1632. Receive reports from local boards of trustees.

DUTIES AND RESPONSIBILITIES—continued

- 75-4231. Prescribe rules and regulations for keeping of books of county high schools, by board of trustees.
- 75-1307. Provide and keep an official seal.
- 75-1525. Provide design of seal for county superintendents.
- 75-1308. Print school laws of Montana and distribute to school officers of the state.
- 75-1305. Print and furnish all school registers, reports, statements, notices and blanks for schools or school officers; furnish a copy of school law to all school trustees and clerks, superintendents and principals.
- 75-1304. Maintain records on education, reports, statements, and other articles of educational value.
- 75-1306. Maintain records of official acts.
- 75-1310. Publish and distribute biennial report.
- 75-1309. Report to governor biennially on school information and recommendations.
- 75-4408. Receive reports from junior colleges.
- 75-3202. Furnish blanks for annual report on libraries by local boards of trustees.
- 75-2902. Formulate age and schooling certificate for children under sixteen who are employed.
- 75-2404. Provide requirements for reports of teachers to county superintendents.
- 75-2403. Prepare forms for daily registers to be kept by teachers.
- 75-3405. Prepare contract forms for transportation.
- 75-3407. Provide school district trustees with a degree of isolation chart for transportation.
- 75-3413. Provide forms for transportation reimbursement.
- 75-3414. Prescribe forms for transportation budgets.
- 75-4502. Print budget forms for use in all counties.
- 75-1729. Revise budget forms as necessary.
- 75-1717. Receive emergency budgets from county superintendents.
- 75-1315. Apportion the state school fund among the counties, and certify to the county superintendents the amount apportioned.
- 75-3615. Keep complete data regarding the school equalization fund; report to Board of Education the estimate for equalization fund accruals; report to Legislature information concerning disbursement, apportionments and future amount of equalization fund.
- 75-3611. Consider request for re-opening of a school.
- 75-3620. Notify each county superintendent of estimate of deficiency in foundation program.
- 75-4540. Supervise and enforce high school budget act; change forms or statements as necessary.
- 75-4529. Receive high school budgets.
- 75-4533. Designate budget supervisors for joint school districts.
- 75-1312. Prescribe regulations for holding of teachers' institutes and summer schools; prepare lists of instructors for same; attend and assist same; encourage teachers in qualifying themselves for their duties.
- 75-1303. Appoint deputy, high school supervisor, rural school supervisor, music supervisor, and other assistants.
- 75-1320. Appoint elementary supervisor.
- 75-2010. Prepare courses of instruction for elementary and secondary schools in health and physical education, and appoint a supervisor.
- 75-2006. Determine fees for state correspondence school.
- 75-2007. Appoint director of state correspondence school; make rules and regulations for conduct of this school.
- 75-4218. Appoint high school supervisor.
- 75-4803. Employ personnel for school lunch program.
- 75-1403. Appoint a supervisor for education of the exceptional child.
- 75-5006. Appoint a supervisor for special education. Cooperate and consult with other agencies on education for the handicapped.
- 75-5004. Consider school privileges of handicapped children.
- 75-5003. Determination of children needing special education and type of special education needed. Fix schedule for transportation reimbursements for handicapped.
- 75-2511. Formulate, and recommend for adoption by State Board of Education, methods and policies for the issuance of all certificates for teaching.
- 75-2512. Issue all certificates for teachers.
- 75-2521. Collect fees for teaching certificates, deposit same with state treasurer and report same to state auditor.
- 82-3101. Supervision and direction of state agency for surplus property.
- 82-3105. Bonding of employees of state agency for surplus property.
- 75-3407. Employ a supervisor of transportation.
- 75-2012. Prepare courses of instruction in visual education; appoint a supervisor.
- 69-3202. Consult with State Board of Health with respect to health measures in schools.
- 75-4245. Serve as executive officer of the state board of education as State Board for Vocational Education under acts of Congress; employ assistants to carry out provisions of acts of Congress; carry out rules and regulations for vocational education; keep all records of state board for vocational education.

In addition to the more than one hundred duties and responsibilities enumerated, the Superintendent has many other duties pertaining to the operation of the Department of Public Instruction and the fulfillment of provisions of Section 75-1302, which requires "the general supervision of the public schools of the state."

The Superintendent of Public Instruction serves as a member of the State Board of Land Commissioners, the Teachers Retirement Board, and the State Library Extension Commission, as well as the State Board of Education, ex officio Regents of the University of Montana.

By virtue of the office of Secretary of the State Board of Education, which the superintendent holds *ex officio*, many additional duties and responsibilities exist.

Appendix III.

DEPARTMENT OF PUBLIC INSTRUCTION PERSONNEL

November 1, 1962

| | |
|---|----------------------------------|
| Superintendent of Public Instruction and Executive Officer of Vocational Education..... | Miss Harriet Miller |
| Executive Secretary | Mrs. Betty Weller |
| Accountant | John P. Campbell ¹ |
| Deputy Superintendent and Coordinator of NDEA..... | William L. Erickson ¹ |
| Assistant to the Deputy Superintendent..... | Clark W. Fowler |
| Executive Assistant | Mrs. Barbara B. Longmaid |

Clerical and Service Personnel

| | |
|---------------------------------|-----------------------|
| Mrs. Bessie Burgess | Mrs. Florence O'Brien |
| Mrs. Barbara Crebo ² | David O'Leary |
| Mrs. Barbara Duffy | Miss Mary Plettenberg |
| Mrs. Sibyl Holm | Mrs. Rose Weber |

DIVISION OF INSTRUCTIONAL SERVICES

| | |
|--|----------------------------------|
| Director | Homer V. Loucks ¹ |
| Assistant to the Director..... | Palmer M. Scott |
| Elementary School Supervisor..... | Homer V. Loucks ¹ |
| High School Supervisor..... | Maynard A. Olson ¹ |
| Audiovisual Education Supervisor..... | F. Russell Steen |
| Aviation Education Supervisor..... | Mrs. Mary Jo Janey |
| Correspondence School Director..... | Maynard A. Olson ¹ |
| Guidance Services Supervisor (NDEA V-a)..... | Dolf Jennings |
| Field Supervisor | Richard C. Mattson |
| Mathematics-Science Supervisor (NDEA III)..... | James F. Watkins |
| Modern Foreign Languages Supervisor (NDEA III)..... | Lester W. McKim |
| Music Supervisor | Robert Q. Crebo |
| Special Education Supervisor..... | Raymond H. Lehrman |
| Vocational Education Director..... | William L. Erickson ¹ |
| Agricultural Education Supervisor..... | Max Amberson |
| Assistant to the Supervisor..... | Basil C. Ashcraft ¹ |
| Distributive Education Supervisor..... | G. Dean Palmer ² |
| Home Economics Education Supervisor..... | Miss Flora Martin |
| Assistant Supervisor | Miss Betty Lou Hoffman |
| Trade and Industrial Education Supervisor..... | W. Lyle Roeseler |
| Fireman Instructor | David Ballenger |
| Fireman Instructor | Ernest Dittmer |
| Practical Nurse Training Program, Professional Nurse Consultant..... | vacant |
| Area Redevelopment Act Supervisor..... | V. M. Matross ¹ |
| Manpower Development and Training Act Supervisor..... | V. M. Matross ¹ |

¹ Denotes part-time service in the position while serving in one or more other capacities.² Denotes part-time position.

PERSONNEL—continued**Clerical and Service Personnel**

| | |
|-------------------------------------|-----------------------|
| Mrs. Pearl Armagost | Mrs. Louise Fulbright |
| Mrs. Geraldine Brent | Mrs. Virginia Goslin |
| Mrs. Margaret Brown | Mrs. Arlette McKinny |
| Mrs. Maxine Brown | Mrs. Marilyn Miller |
| Robert Budke ² | Mrs. Imogene Peek |
| Charles Burgess | Miss Marjorie Peura |
| Mrs. Sharon Burrows | Robert Sorrels |
| Mrs. Gertrude Campbell ² | Mrs. Dorothy Wilhelm |
| Mrs. Florence Fauver | |

DIVISION OF FINANCIAL AND STATISTICAL SERVICES

| | |
|---|-------------------------------|
| Director, and Director of Title X, NDEA..... | Miss Elizabeth N. Harrison |
| Assistant to Director for Finance and Statistics..... | Mrs. Elizabeth Hollowell |
| Assistant to Director for Title X Administration..... | Mrs. Insook Lee |
| Public Laws 815 and 874 Administrator..... | Dean M. Lindahl ¹ |
| State Aid Administrator..... | John P. Campbell ¹ |
| Transportation Supervisor | Dean M. Lindahl ¹ |

Clerical and Technical Personnel

| | |
|------------------------|--------------------------------|
| Mrs. Margaret Crutcher | Miss Marilyn Morris |
| Mrs. Helen Genty | Thomas R. Tate |
| Mrs. Marie Hamilton | Mrs. Beth Wheaton ² |
| Mrs. Patricia Janes | |

DIVISION OF GENERAL SERVICES

| | |
|---|----------------------------------|
| Director | William L. Erickson ¹ |
| Certification Director | Miss Vivian Allgaier |
| Indian Education Director..... | William C. Howard |
| School Lunch Program Director..... | Leslie L. Brown |
| Nutritionist | Miss Cynthia Bryson |
| Surplus Property Director..... | William J. Ernst |
| Textbook Library Supervisor..... | William L. Erickson ¹ |
| Veterans' Education and Training Inspector..... | Basil C. Ashcraft ¹ |

Clerical and Service Personnel

| | |
|--------------------|---------------------------------|
| Robert Anderson | Mrs. Mildred A. Macmillan |
| Earl Andridge | Richard Lee Nelson |
| William Carbis | Mrs. Jean Stock |
| Mrs. Dorothy Card | Mrs. Patricia Waddell |
| Mrs. Helen Evans | Mrs. Laurel Wilson ² |
| Mrs. Dorothy House | |

¹ Denotes part-time service in the position while serving in one or more other capacities.² Denotes part-time position.

Appendix IV.

PRESENTATION TO GOVERNOR'S SCHOOL FOUNDATION STUDY COMMITTEE

June 16, 1962

by Superintendent of Public Instruction Harriet Miller

The material to be presented today is an amplification of the written material which I submitted to this Committee for its January meeting. As you recall, my suggestions as to the goal of the Foundation Program study were that improvement should be sought in three basic ways:

1. More state aid to schools
2. Greater equalization of education costs
3. Increased power of local trustees to provide basic minimum essentials for education, or, in other words, an adequate guaranteed minimum budget.

Before presenting my comments about the Foundation Program, I have arranged to comply with the requests of several members of this committee for a presentation of the Foundation Program demonstration which I have given this year at the request of a number of groups interested in school financing. I have asked our State Aid Administrator, John Campbell, to present this demonstration today.

(Presentation of Demonstration)

Now let us examine the Foundation Program as a method of school financing. While it is not a perfect method by any means, nonetheless, in concept, I think, the Foundation Program is essentially sound, and I do not believe any drastic change in the concept is warranted at this time.

A good many people devoted a great deal of time and serious thought to the development of the Foundation Program plan prior to the enactment of the legislation in 1949, and I believe that fundamentally, considering all of the problems, the results were admirable.

Today, the major difficulties with the Foundation Program are not internal, but external. Internally, of course, there are aspects of the Foundation Program on which there is bound to be disagreement, depending on the local tax picture and the interests of the groups or individuals concerned. For example, there is the question of whether the district 5-mill levy and county-wide 10-mill levy should be replaced with a county-wide 15-mill levy. There is the question of exactly what, if any, adjustment should be made in the schedule amounts for large and small schools, or for elementary and high schools. There is the question of whether the provision should be changed which now requires each district to finance at least $\frac{1}{2}$ of its Foundation Program from local sources—that is, should the 50% limit be shifted or removed?

These internal aspects of the Foundation Program are all relatively minor questions. In passing, however, I should point out that unless there is enough State money to go around, the removal or shifting of the 50% limit would merely result in shifting local property taxes from one district to another. Of course, should there be enough State money to finance the Foundation Program after the district 5-mill and county 10-mill levies are applied, the local property taxes in many districts could be reduced. This past year, the State appropriation to the Public School Equalization Fund for Foundation Program use was \$8 million, approximately \$1.6 million short of the requirement even with the 50% limit. To achieve full equalization **without** the 50% limit, another \$4.4 million would have been required for the State appropriation—in other words, to provide equitable local

tax relief by removing the 50% limit, this year the State General Fund appropriation to the Foundation Program would have had to be \$14 million instead of \$8 million, or for the biennium, \$30.1 million instead of \$16.6 million.

I mention these figures merely for interest. It is my considered opinion that the 50% limit should remain until the reclassification program is completed and until there is far greater equalization of assessments among the counties than now exists. Even with the 50% limit, we are hearing objections to reclassification from certain areas on the grounds that higher taxable valuations will cause the loss of State funds for schools. This, of course, could be true. If a county is now receiving the maximum of 50% from State funds because it raises less than half of the Foundation Program locally, and if its local share should be increased to more than half due to an increase in valuation, then something less than half of the Foundation Programs would be financed by State funds, resulting in a loss of State money. With the great need in Montana for adjustment in the assessment of property, I believe this is the wrong time to add one more obstacle to that program by removing the 50% limit on State aid, because such a change would serve to increase the incentive for each county to keep its valuation at the absolute minimum.

But, as I said earlier, the 50% limit, along with other internal aspects of the Foundation Program, cannot be regarded as the major problem. These internal aspects merely loom large because the really big problems not only have not been met but frequently have been ignored. Because it is easier to face the small, internal difficulties than the large, external ones, more time and attention usually are directed to the lesser aspects. After the major problems are met and solved, I believe, we should devote our efforts to the refinements. But let us concentrate on the big problems first.

In 1949, when the Foundation Program began, it was intended to be something more than a mechanical method of financing a portion of the general operation and maintenance budget. The Foundation Program was supposed to represent the expenditure necessary to provide a basic minimum education for each Montana pupil. In other words the financial schedules were intended to relate to the school program, and the dollar amount was intended to reflect the cost of those goods and services which a school ought to provide as its basic educational program. It was recognized, of course, that the local people might desire the schools to offer more than the basic minimum, and it was provided that any such additions to the basic program should be financed wholly at the local level. Frills, in other words, were to be left to local discretion; basic education, on the other hand, should be guaranteed by the State.

Since 1949, we have witnessed a development which has seriously affected the Foundation Program plan. This development is the inflationary trend which, each year, has permitted our dollars to buy less and less, or, to state it another way, has required us to spend more and more dollars to buy the same goods and services that we bought before. The decline in the purchasing power of the dollar is something that each of us, as individuals, is well aware of. However, it seems not to have been widely recognized that what has been happening to our personal dollars has been happening also to the dollars spent for government services, and especially for education.

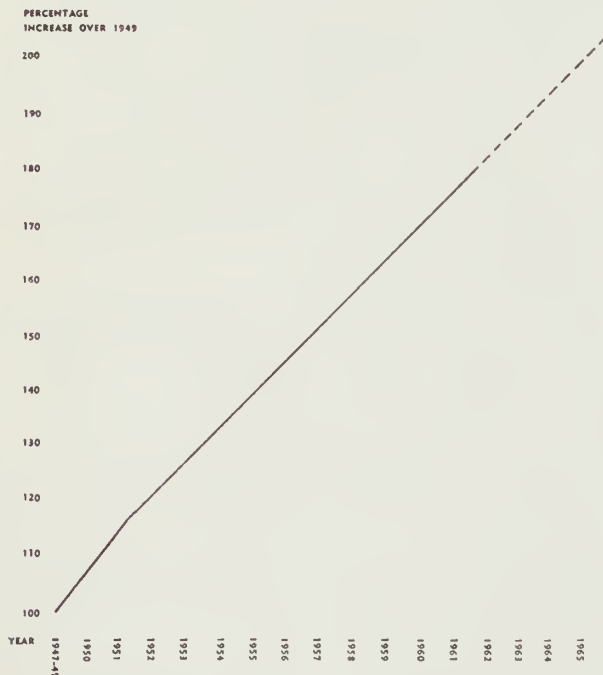
PRESENTATION TO GOVERNOR'S SCHOOL FOUNDATION STUDY COMMITTEE—(Continued)

The rising cost of schools, in dollars, has been well publicized. Now, let's take a look at those dollars in terms of educational purchasing power.

Since the Foundation Program is applicable just to the school's general maintenance and operation budget, we have developed an index of educational inflation applicable to the General Fund of Montana schools with a base at the beginning of the Foundation Program.

Figure 1 shows the effect of inflation on general operating and maintenance costs from the time of the beginning of the Foundation Program to the present, with a projection to the end of the next biennium, assuming the trend continues. Note that, at present, the index shows that schools are required to spend \$1.80 to buy what \$1.00 bought in 1949.

Fig. 1 EFFECT OF INFLATION ON GENERAL OPERATION AND MAINTENANCE COSTS OF MONTANA PUBLIC SCHOOLS . . . 1949-65



I want to point out that this index is completely independent of the effect of enrollment on school costs. Enrollment increases are separate from, and in addition to, the effect of inflation. This index merely shows the increased cost of providing the same amount of education for the same number of children.

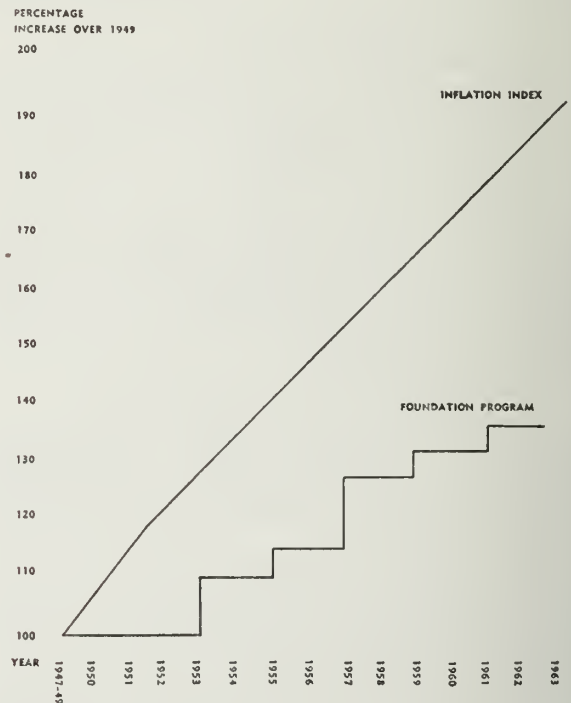
You can see that, by 1965, or the end of the next biennium, the cost of education in Montana will be double what it was in 1949 due solely to inflation and allowing nothing for increased enrollment or improvement or expansion of the school program.

Now, what does this mean in terms of the Foundation Program? Figure 2 compares the inflationary trend with the Foundation Program schedule. Of course, inflation has progressed steadily upward, while the Foundation Program schedule has undergone periodic adjustments coinciding with legislative sessions.

From Figure 2, it is evident that, in purchasing power, the Foundation Program has fallen farther and farther behind. On the average, the annual increase in the cost

of education caused by inflation has been 6.3% over the base, while the Foundation Program on the same average yearly basis has increased 2.7% over the 1949 base. As time has gone on, the Foundation Program has departed more and more from the original intent of providing for the basic minimum educational program. The departure is so great that the cost of the 1949 program in 1962 dollars is perhaps startling.

Fig. 2 COMPARISON OF INDEX OF EDUCATIONAL INFLATION WITH FOUNDATION PROGRAM . . . 1949-63



In 1949, the average Foundation Program amount per pupil was \$217. Due to inflation, those \$217 would require \$382 to buy the same things for the 61-62 school year just completed, whereas the actual per pupil amount, instead of \$382, was \$274.

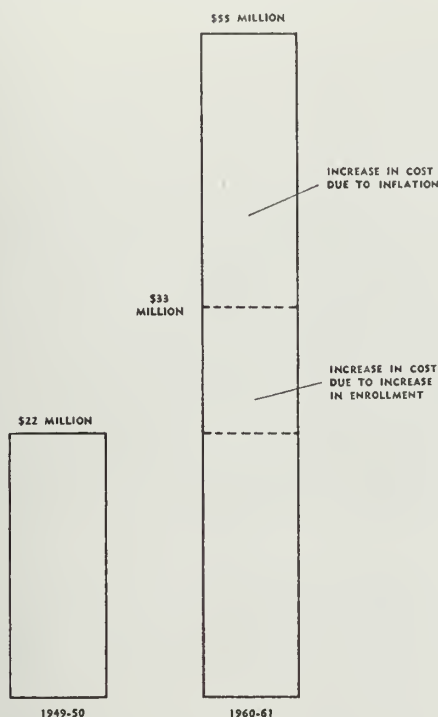
This next year, for the Foundation Program to purchase what it did in 1949, the per pupil amount would have to be \$395, and in the coming biennium, \$411 and \$423 in 63-64 and 64-65 respectively.

Altogether, this means that, to provide every Montana pupil with the same educational opportunity guaranteed by the 1949 Foundation Program, the 61-62 Foundation Program, instead of \$39.6 million would have had to be \$55 million, and the 62-63 Foundation Program, instead of approximately \$41 million would have to be \$59 million. For the coming biennium, the totals would be \$64 million the first year and \$68 million the second year.

These total Foundation Program amounts, of course, take into account all of the pupils now in school, not just a number equivalent to the 1949 enrollment. Figure 3 shows the relationship between general operation and maintenance costs in 49-50 and 60-61, separating the amount added due to enrollment increases and the amount added due to inflation. You will note that, if we add to the basic \$22 million spent in 49-50 another \$11 million to take care of the enrollment increase by 60-61,

PRESENTATION TO GOVERNOR'S SCHOOL FOUNDATION STUDY COMMITTEE—(Continued)

Fig. 3 INCREASE IN GENERAL OPERATION AND MAINTENANCE COSTS, MONTANA PUBLIC SCHOOLS, 1949-50 TO 1960-61, DUE TO INCREASED ENROLLMENT AND INFLATION



then add the \$22 million required to compensate for the loss in purchasing power of the dollar, we have \$55 million, which was the actual General Fund total for 60-61. In other words, schools have been holding the line in the past decade, spending no more than was absolutely required to take care of the added pupils and inflation. To put it another way, if in 1960-61 there had been no more pupils than in 1949-50, and if the dollar had maintained its 1949 purchasing power, the expenditure would have been \$22 million, the same as in 1949-50.

Fig. 4 THE SCHOOL DOLLAR



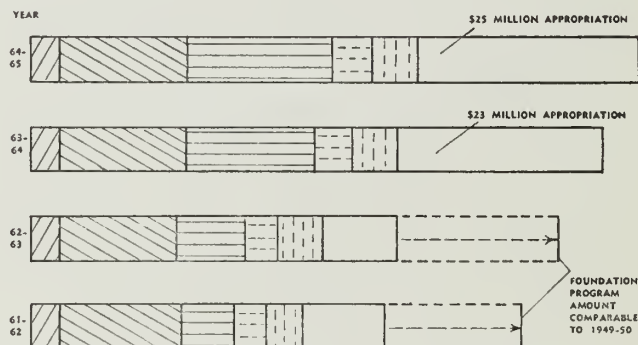
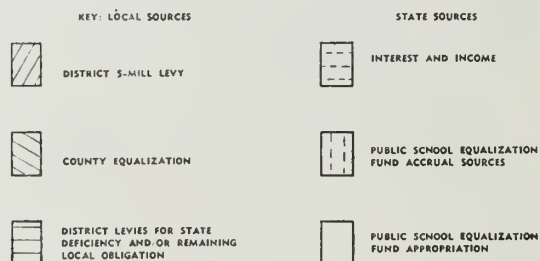
Because there is general interest in school cost comparisons between the present and the past, I want to show you an illustration, Figure 4, of the use of the school dollar in 46-47 and 60-61, the most recent year for which complete figures are available. The 46-47 graph

is taken from material prepared by the citizens' committee which worked on the original Foundation Program. Many of you, I am sure, are familiar with this pamphlet. The graph on page 1 is reproduced on this chart, along with a comparable graph for 60-61. It is interesting to note that, of all school costs, the costs of debt service, fixed charges and capital outlay are the ones which have shown the greatest proportionate increase. The proportion of general maintenance and operation costs has decreased. There was also a decrease in the proportions spent for teaching aids, transportation and salaries.

The capital outlay and debt service items, of course, reflect at least two factors over which school boards have had no control—the baby boom and the backlog of building needs which accumulated during the war years. Of course, the Foundation Program does not cover debt service, and very little capital outlay is financed from the school's General Fund budget to which the Foundation Program applies. The proportion of those cost items to which the Foundation Program does apply has, in each instance, **decreased** since 1946. Perhaps the most interesting item to compare here is the decrease in the portion of total school costs represented by salaries—63% in 46-47 compared with 51% in 60-61.

Now to look more closely at the Foundation Program requirements for the next biennium in order to bring the Foundation Program back to the support level of 1949, let us look at a chart of revenue sources, Figure 5.

Fig. 5 FOUNDATION PROGRAM REVENUE SOURCES



Since the taxable valuation of property in Montana has been increasing at a very slow rate, we may assume that in the next biennium the basic district and county levies will produce only slightly more revenue than at present.

Of course, if the 50% limit remains and the total Foundation Program amount increases, the remaining local obligation of the districts also will increase. Local sources then, might be expected to finance altogether approximately half of the Foundation Program, leaving the rest to be financed by state sources.

PRESENTATION TO GOVERNOR'S SCHOOL FOUNDATION STUDY COMMITTEE—(Continued)

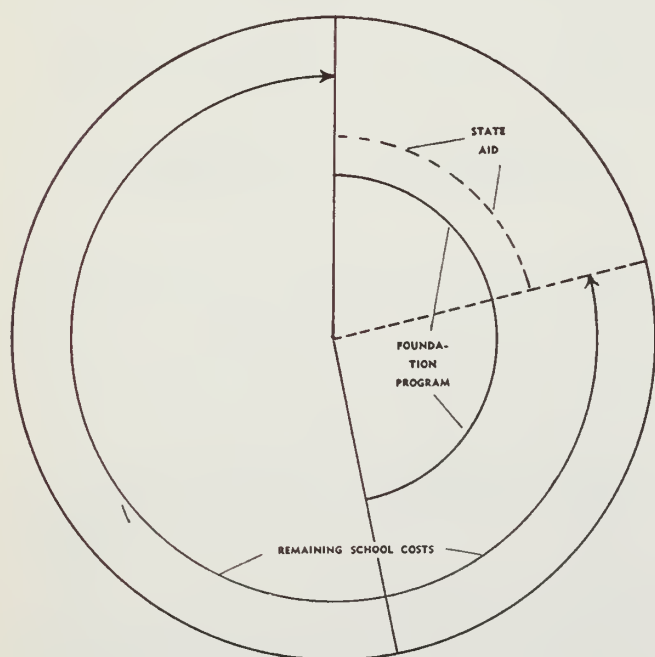
If we assume that the interest and income revenue continues in its present pattern, and that the same is true for the income tax, corporation license tax, and U. S. oil and gas royalties, we may expect over-all, a slight annual increase from these non-appropriated State revenues.

The total, then, of non-appropriated revenues, deducted from the Foundation Program requirements, leaves an amount of \$23 million the first year, and \$25 million the second year, to come from State appropriation to the Public School Equalization Fund for Foundation Program purposes, in order to bring the Foundation Program back to the 1949 level in terms of educational purchasing power. These amounts—\$23 and \$25 million per year, compare with the \$8 million appropriated for this year's Foundation Program.

These figures may seem startling, but we must remember that schools already are costing the people of Montana this much and more. In the most recent school year for which complete figures are available, the Foundation Program amounted to \$37 million, but total school costs were \$79 million. Figure 6 shows the proportion of school costs financed by the Foundation Program, and also the relationship of total state aid to total costs. You can see that the Foundation Program represented 47.1% of all school costs, with no equalization formula applicable to the remaining 52.9%. You will also note that State funds paid 21.6% of total school costs, with 78.4% of the cost remaining.

Fig 6 RELATIONSHIP OF FOUNDATION PROGRAM, AND OF STATE AID, TO TOTAL SCHOOL COSTS, 1960-61

| | | | |
|--------------------------|-------|---------------------|-------|
| FOUNDATION PROGRAM | 47.1% | STATE REVENUE | 21.6% |
| REMAINDER | 52.9% | REMAINDER | 78.4% |



With more pupils and continuing inflation, total school costs may be expected to average more than \$100 million a year before the end of the next biennium, possibly \$100 million the first year and \$108 million in 64-65. This is why I said earlier that we must direct our attention to the big problems.

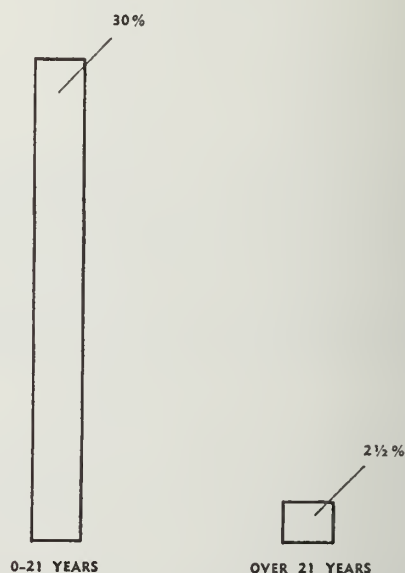
I think it is important for us to remember that there are two basic factors here over which we have no control—enrollments and inflation. By 1965, there will be 7

pupils for every 4 in 1949, and by 1965, the school dollar will buy only half of what it bought in 1949. Rising enrollments alone would present difficulty, and inflation would compound the problem. But there is still one more factor of grave significance, and that is Montana's sick economy.

School financing today in Montana rests on a precarious base, largely because the entire economy of the state is ailing, and the ailment appears to be growing more serious. Wherever we look, we find very few bright spots in the dismal long-range trend.

Take our population picture, for example. If you have studied the 1960 census figures, Figure 7 will come as no shock. Between the 1950 and 1960 census, Montana's population increased 30% in the under 21 age group, but only 2½% in the over 21 category. This fact reflects the outward migration of Montana's adult population, which caused a loss of some 24,000 people in the decade between 1950 and 1960. In other words, enough people left Montana to completely depopulate the entire city of Helena, and then some. What is happening is that Montana has an increasing proportion of children and senior citizens, and a decreasing proportion of people in the productive, working age group.

Fig. 7 INCREASE IN MONTANA POPULATION . . . 1950-1960



This is further emphasized by another disturbing fact—the drop in the number of men employed in the Montana labor force in the past decade. The U. S. census shows that where there were 179,285 in the male civilian labor force in 1950, there were nearly 5,000 fewer in 1960. This was not due just to a local situation in one or two areas; 2/3 of the counties either had fewer persons at work in 1960 than in 1950, or experienced no change—no growth—in the decade.

These facts are doubly significant because incomes earned by the employed labor force are the major source of personal income, and this is another indication of Montana's plight. In the 10-year period beginning in 1950, total personal income in the United States increased 69%, but in Montana, the increase was only 38%, the smallest increase of any of the Rocky Mountain states.

Nationally, in the same period, the per capita income increased 45%, but in Montana the increase was only 22%—less than half the national figure, and again, the

PRESENTATION TO GOVERNOR'S SCHOOL FOUNDATION STUDY COMMITTEE—(Continued)

smallest increase of any of the Rocky Mountain states. When we look at that 22% increase in per capita income in terms of purchasing power, we find it is equivalent to virtually no increase at all, since the cost of living increased 21% in the same period.

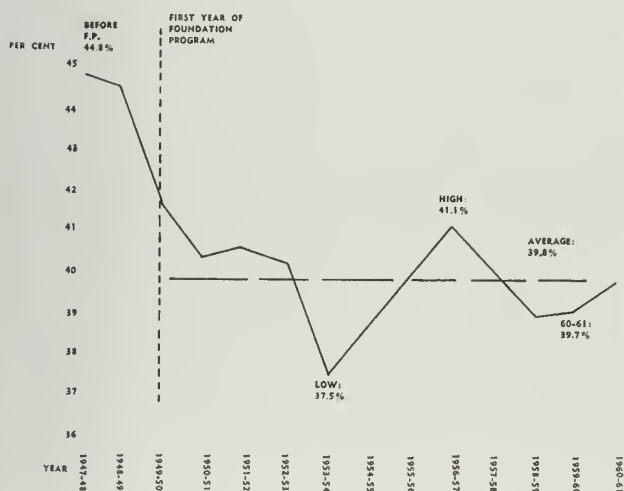
The trend is perhaps more disturbing because Montana began the '50's with a per capita income well above the national average. A change became noticeable in 1952, and since 1953 Montana has been below the national level.

If you examine any of the standard economic indicators, and compare Montana with the national picture, you will find the pattern repeated again and again. In view of this, I believe it is high time that the schools cease to be the whipping boy for the financial problems of this state, and that we place the blame squarely where it belongs—on the failure of the state's economy to keep pace with the rest of the country.

Montana people are to be commended for having made a constantly greater effort on behalf of the schools, and this effort has kept education in Montana from falling behind the nation. According to the Kiplinger Magazine, "Changing Times," in 1959 Montanans took second place only to Utah in the percentage of personal income spent on schools—Utah spent 5.6%, Montana 5.4%, and the national average was 3.5%.

But, in the increase in school expenditures in the decade from 1950-51 to 1960-61, Montana ranked down in 39th place among the states, showing that despite the effort being made here, we could not keep up. Actually, the increase in Montana school expenditures in that 10-year period was just enough to compensate for inflation; in other words, the additional dollar amount we were spending bought no more than before, whereas in the nation as a whole, additional expenditures were being made to improve quality, beyond the added expenditure of dollars necessitated by inflation.

Fig. 8 PERCENTAGE OF ALL PROPERTY TAXES USED FOR SCHOOLS . . . 1947-48—1960-61



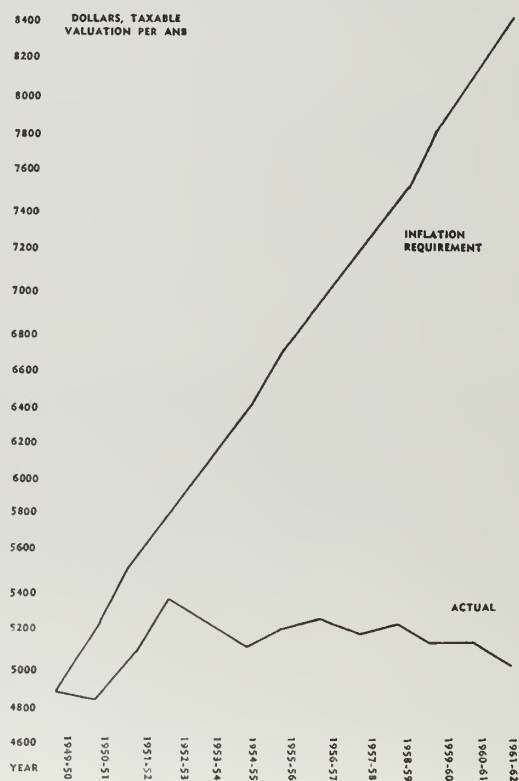
Because school financing rests largely on the property tax, and because rising property taxes frequently are attributed to schools, I think Figure 8 is especially interesting. This shows the percentage of all property taxes used for schools, from 1947 through 1961. Note that, before the Foundation Program, a higher percentage of property taxes went for schools than at any time since, and that in the most recently completed year, 1960-61, the

percentage of 39.7 was just slightly below the average of 39.8% for the period since the Foundation Program began. Schools, then, can scarcely be the villain they are often pictured as being, for they have not been taking disproportionately larger and larger shares of the property tax.

The chart reflects total property taxes on a proportionate use basis. It does not reflect mill levies, which as we all know have been increasing. A major reason for the increase in millages, of course, is the failure of the taxable value of property to increase at a rate which would compensate for the shrinkage of the dollar. There also has been a failure to reflect the population increase, probably due to the fact that most of the increase has occurred in the under 21 age group. Figure 9 illustrates what has happened in school financing where property taxes are concerned. The sharply-rising line shows the dollars of taxable valuation per pupil which would be required to support the same education as when the Foundation Program began. The lower line is the actual trend in taxable valuation per pupil. With this kind of trend, it is very clear why mill levies have increased, even though no larger a proportion of total property taxes has been used for schools. In other words, instead of a statewide taxable valuation of \$0.7 billion this year, Montana would have to have a taxable valuation of \$1.2 billion to maintain the support level which property provided at the beginning of the Foundation Program, without an increase in the number of mills levied.

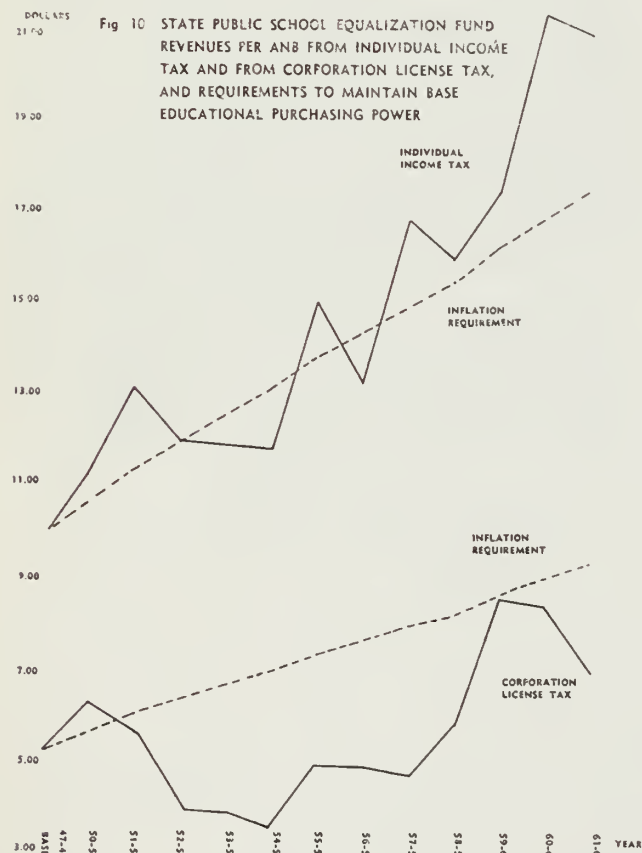
While we are on the subject of taxes, there are two more interesting patterns, having to do with the non-appropriated sources of State revenue to the State Public School Equalization Fund—the corporation license tax and the individual income tax. As you know, one-quarter of the proceeds of each of these taxes is earmarked for the Public School Equalization Fund.

Fig. 9 ACTUAL MONTANA TAXABLE VALUATION PER ANB, AND REQUIREMENT TO MAINTAIN STATUS OF BASE YEARS (1947-49) DUE TO EDUCATIONAL INFLATION



PRESENTATION TO GOVERNOR'S SCHOOL FOUNDATION STUDY COMMITTEE—(Continued)

Figure 10 shows us what has been happening with these two sources of school revenue. For each year since the Foundation Program began, the chart shows the actual dollars per ANB from each of these sources, together with the dollars per ANB required to maintain the educational purchasing power when the Foundation Program began. Note that, while the proceeds from the corporation license tax have fluctuated, generally falling behind the inflation requirement, the proceeds from the individual income tax, on the other hand, have actually outstripped the inflation requirement. In other words, the individual income tax has been fairly unique in that, today, it is providing the schools with more purchasing power per pupil than when the Foundation Program began.



There are many other facts and figures which could be presented but I think the picture is clear. The people of Montana have been doing their share—in some instances, more than their share—to provide the educational opportunities that today's world requires. The people have continued their efforts in spite of growing difficulties—the loss of working population, resulting in shifting more responsibility to those remaining, the failure of taxable value of property to show a substantial increase, the lack of growth in the industrial segment of the economy, and a drop in the per capita income from above the national average to below.

The same people, in other words, are paying more taxes. Growth in population, growth in property valuations, growth in income, both personal and corporate, have not materialized. We hear talk about new sources of revenue, but I think it should be clear that within the State there is no new source of revenue—just the same source—the same people who have been paying the

bill all along. Probably the people can afford to contribute a little more, in an equitable way, to the cost of government services—especially education—but these same people are going to find it more and more an expensive luxury to live in Montana unless the economic picture changes measurably and changes soon.

The ghost towns of Montana should give us pause. People had to leave those towns because economically it was impossible to continue to exist there; nothing was being produced to bring in income. If present trends continue, what is going to prevent Montana from becoming a ghost state? What do we produce and export that will bring us enough income to continue to exist as a state? Viewed from the national standpoint as a raw materials center, we are in difficult straits. Agriculture, mining, forest products—all of these industries are experiencing difficulty. But they are virtually the only means we have of acquiring income. We can cite an isolated example, here and there, of a small plant or manufacturing operation, but industry as the nation today knows it simply does not exist here. The fact that our relatively small tourist business looms as large as it does helps to point up the absence of other economic activity.

In this framework we have a population heavily weighted on the side of children and senior citizens—a population economically dependent on a relatively small working group. Is it any wonder that this small group feels increasingly overwhelmed by taxes—and that every year more of this group leave Montana for brighter opportunities?

When we talk about school financing, let's keep the picture in perspective. Let's stop blaming the increasing cost of government services, education in particular, for the plight Montana is in. Let us try instead to do something constructive to pull Montana out of the doldrums, to instill a breath of progress into this State of ours. Certainly it is good and proper to spend time studying school financing, but unless action is taken to insure our economic survival, we shall not have to worry about schools; ghost towns have few children to educate.

I am afraid, very much afraid, that the situation, left to itself, will only worsen. Apparently the elements which generate economic growth are not here, or if they are here, they are not at work. These elements must either be created, or be put to work, or both.

Individuals alone cannot do this. Private capital evidently is not interested in doing this—understandably, since the prospects of substantial profit in the near future are slim, and capital can be invested more advantageously elsewhere, in areas where the economy is expanding. It seems to me that if our State is to survive, bold vision and courageous action are called for at the State level. I know of no concrete plan that has been developed for Montana's economic survival, and the time is fast slipping away. Action by the State is urgently needed.

As to such matters as the 50% limit, are we not fiddling while Rome burns? The whole Foundation Program, after all, represents less than half of our school costs, and the question should be how to provide the base for raising—and raising in an equitable way—the tens of millions that are needed, not how to shift the responsibility for a few dollars from one Montanan to another. We know approximately how much money schools are going to need in the next biennium—some \$200 million. We know what must be done if the Foundation Program is to be brought back to the standard of guaranteed basic educational opportunity set by the 1949 Legislature. Internally, the Foundation Program formula has proven workable. Externally, the financing has been the problem. Until Montana's sick economy is made better, none of our basic problems, including school financing, can really be solved.

Appendix V.

THE NEW UN-AMERICANISM

An Address

by Superintendent of Public Instruction Harriet Miller
at the Fourteenth Annual Conference of School Administrators
Helena, Montana March 26, 1962

Today I want to talk with you about something that is so fundamental that we seldom find ourselves discussing it—the protection and preservation of American education.

When we speak of American education, we usually take for granted two important premises—again, so fundamental that to point them out may seem unnecessary. These premises are first, that American education, by its very essence, is education for American life and citizenship; and second, that education for individual freedom demands freedom of thought and inquiry to the end that the educated individual is competent to act responsibly and intelligently from free choice.

These premises we take for granted and, until fairly recently, there seemed to be no reason for doing otherwise. But recently a new threat to American education has appeared on the scene—a threat that endangers not only education but our way of life, since it is no exaggeration to predicate the survival of our free society on the survival of American education. Today schools everywhere—Montana schools included—are threatened seriously enough to give us pause.

Without naming names, I think it is enough to say that there are forces at work today whose business is Fear and Suspicion. These forces masquerade in a wide array of disguises, some apparently quite respectable, and their work does not suffer from the disguise as they go about planting the seeds of distrust among Americans. By inference and innuendo, by oversimplification to the point of falsehood, by shameless appeals to emotion and ignorance and prejudice, these forces are working to destroy the fabric of America by turning us against each other. Their method: Create deadly suspicion. Their goal: Divide and conquer. This has become the new un-Americanism.

Once, you know, we Americans believed that we could recognize such forces. Typically, we believed, their spokesmen came among us in something resembling beatnik attire, wearing shaggy beards, suffering from lack of a bath, and waving pamphlets bearing red covers with the hammer and sickle prominently displayed. But times have changed, and today the forces which would destroy us are much more sophisticated; they see to it that their representatives look and act and sound very much like the rest of us. And, unfortunately, these forces sometimes are aided by well-meaning people who have no intention of being anything but patriotic. But how much more effective these forces are when the voice among us spreading fear and suspicion is the voice of a neighbor, perhaps a local businessman, or a well-known rancher, a community leader, a hometown newspaper or radio station, serving, usually unwittingly, the cause of those who would divide us as Americans!

This characteristic of the new un-Americanism is perhaps its most dangerous aspect—the phenomenon we are witnessing today where well-meaning citizens, who are honestly devoted to our way of life, are being persuaded by clever appeals to their very patriotism to serve the forces which would destroy us.

For the schools, the problem is real, for the fact is well-known to everyone, friend and foe alike, that there is nothing more important to the preservation of our way of life than our educational system. The schools, then, become a special target, in ways not always easy to recognize. Let's look at some of the ways.

One is the subtle turning of natural interest and concern into distrust and suspicion. The forces behind the new un-Americanism are aware of the sincere interest which many a citizen takes in the schools. It is also well-known that nearly everybody has some fault to find, some bone to pick, about the way the schools today do, or do not do, something or other. Now this is natural, and to be expected, but here the point of departure comes, because from this point, unfortunately, it seems to be not very difficult to persuade some well-meaning citizens that whatever it is they don't like about the schools today is indicative of nothing less than deliberate subversion.

Perhaps Citizen Jones disapproves of the way his first-grade son is being taught to read. Suppose Citizen Brown thinks the questionnaire which the guidance director sends home is too personal. Suppose Citizen Smith objects to a book assigned as outside reading in a high school English course. Suppose Citizen Green disagrees politically with the civics teacher. Surely in America there is room for the opinions of all of these citizens, and surely proper attention is due the honest questions which citizens and parents normally raise. But it is at this point that the new un-Americanism attempts to seize upon the citizen's natural, normal interest, and by emotion, not by logic, seeks to develop a conviction that there are dark and dangerous reasons *behind* whatever it is the school is doing which displeases the citizen. Thus, we hear of everything from investigations of school library books, to condemnation of guidance as brainwashing, to the charge that Johnnie is deliberately not being taught to read so that in his future ignorance he will be a pushover for Communism. These are symptomatic of the fear and distrust which, by devious emotional appeals, the forces of the new un-Americanism have succeeded in implanting in some susceptible minds.

Let us not confuse this kind of activity with the constructive efforts of thinking citizens to improve education. Questioning and criticism certainly are the right and the responsibility of the thinking citizen. The difference, which menaces the schools, is the misuse of the citizen's normal questioning, turning it from a desire for the facts to a subtle accusation that there must be something subversive *behind* the scene, with an inferred condemnation of those directly associated with the schools; and, as a result, an implication that, no matter what the schools are doing, their motivation is suspect.

Perhaps the most obvious instance of this dangerous development is the question that we in education are encountering today with increasing frequency—"Why are the schools *not* teaching Americanism?" The phrasing of this question, it seems to me, is the most alarming aspect of the current problem.

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The question itself is not alarming, because, for any citizen honestly concerned about Americanism in the schools, there are ready answers—very good, very positive, very enlightening answers.

It is rather the way in which the forces of the new un-Americanism have succeeded in having the question phrased that is the reason for concern: "Why are you not teaching Americanism in the schools?"

You see the distrust there—the implied acceptance of an idea that the schools today are devoid of Americanism; that the schools now do nothing to develop an appreciation of our American heritage; that they now do not instruct pupils in American history and government; that they now do not work to foster respect for American principles and devotion to our American way of life.

Surely citizens have the right to ask for reassurance about what the schools are doing—but of the queries I have heard, I cannot recall a single one which asked, as a person would ask for other information, "What are the schools doing to teach Americanism?" or even "Are the schools teaching Americanism?" No. The question is always phrased negatively — "Why can't we have Americanism taught in the schools?"—showing the conviction that the schools purposely are **not** teaching Americanism, that there are people—impliedly educators—who deliberately are keeping it out.

This strange conviction, I believe, did not just happen to develop. There is no doubt in my mind that it has been cultivated and carefully nurtured by those who want our people to suspect and distrust each other, which means also suspecting and distrusting the schools. If there were not a planned effort in this direction, the current wave of popular concern about Americanism in the schools would find expression, at least occasionally, in something other than the negative, which inevitably suggests that those who raise the question in this negative way are using phrases deliberately implanted in their minds.

For us in education, I think it is important to recognize what is going on, because I believe for many of us it is hard to take seriously the questioning of Americanism in the schools.

After all, we may say, American education is, by its very being, education for American life and citizenship, is it not? Are not our schools the essence of Americanism? If the schools are not doing any of these things which are necessary to develop good American citizens, then we had better close the schools tomorrow, for anything else they are doing is totally meaningless.

Yes, we in education may say this, and for us it may well be sufficient, for it is on this premise that we have based our work and hence our lives. But I do not believe that any of us here has a deep-rooted doubt about the truly American orientation of our schools; I do not believe that any of us here is deeply suspicious of our schools; I do not believe that we here are lacking in trust in American education; I do not believe that we are fearful of some dark shadow lurking in the schools clutching at young minds, luring—even forcing—innocent pupils to turn their loyalties away from our country and our way of life.

But make no mistake. Merely because these suspicions and doubts are not ours—merely because the shadows are not real to us—does not mean that, for some people, they do not exist. And because some people are thus distrustful and afraid, we, too, have cause to be alarmed—not because of what they fear, but rather

of the fact that they have become fearful, and suspicious, and lacking in confidence, victimized by the new un-Americanism.

To the extent, then, that such people are in a position to encourage a general loss of confidence in American education, the schools, and our way of life, are jeopardized.

Now it may be submitted that these current expressions of a lack of confidence in the motivation of education are just normally-developing reactions which might be reasonably expected at this point in our history. Could this be the explanation? The facts, I think, convince us otherwise.

Historically, the schools have performed a magnificent task. From the beginnings of free education in America, accomplishments have far outweighed shortcomings. Consider what our nation's history might have been without our educational system, and it will be unequivocally clear that the schools have made this country strong and great. From a struggling young nation striving to weld together the many people who came to our shores, to the vital America we know today, the history of national growth has been the history of success of the American dream of free education for all.

With this proud history, is it reasonable to expect dark doubt today about the motivation of our schools? Is it reasonable to expect suspicion about what is **really** guiding American education? Or can these reactions be explained only as a deliberate effort to strike at the very roots of our ways of life?

I know of no one who claims that education today is perfect. I know of no one who claims that, in all America, there is not a single teacher of un-American persuasion. I know of no one who claims that the schools could not do a better job than they are doing, whether it be in science or physical education or American history or whatever. Faults have always been with us; they are not new. Traditionally, however, Americans are accustomed to working constructively to correct faults by seeking the facts, proposing possible solutions, experimenting objectively, and adopting the changes needed for improvement. Until recently, Americans have not been accustomed to emotionally-charged searchings for the "reason behind" the faults, accompanied by the fearful inference that only treachery could be the explanation. This, then, is the situation in which schools today find themselves.

What can we do about it? What must we do?

First, I believe, we in education must recognize that, because of our profession, it is to be our lot to be on the firing line perhaps more than any other single group. We must recognize that the problem is not going to go away, and although we may expect it to diminish from time to time before approaching new crests, we must convince ourselves that there is nothing to be gained by hiding our heads in the sand. We cannot ignore the challenge; we must face it head-on.

We in education, of course, are not alone. There are other targets of particular interest to the forces of the new un-Americanism, such as the clergy, the employees and officials of the various levels of government, those in the communications media—the press, radio and television—and, occasionally, those in various learned professions. All of these, along with the schools and colleges, are subject to more than the usual proportion of unsubstantiated charges of being infiltrated with Communism or of having "sold out" to the Communists. But locally, on the home front, the schools and the educators make the handiest targets.

THE NEW UN-AMERICANISM—(Continued)

Some of you already have experienced what I am talking about; chances are that within the next few months more of you will become personally and painfully aware of the problem. And this is precisely the reason why I am discussing this with you today at this Conference. It's a lot easier to keep your perspective the first time somebody calls you a Communist if, instead of taking it personally, you realize that it is a part of an overall program, and that you as a person just happen to be one of those in the line of fire. It also helps, I think, to know that you are far from being alone.

What you do in those circumstances, of course, is up to you. The important thing is to keep your dedication to the schools, keep your determination to work for the principles of American education as you know them, and to trust in the good intentions and good sense of the majority of the people. You, as an educator, must not wilt because, if you do, you leave your school defenseless, and that, of course, is exactly the intended result.

Now, in addition to being prepared personally for innuendos and inferences, and even outright accusations, there are other things that we as educators can do to combat the new un-Americanism.

First of all, of course, we must be able to recognize it. In the current age of labels, recognition involves something more than identification by name. In fact, names and labels have become about as unreliable a guide as we can imagine. Liberal, conservative, radical, extremist, left, right, middle-of-the-road—what do these mean? Because these terms have been used so loosely, and because they have been misused deliberately to induce fear and suspicion, it seems to me better to avoid relying on them at all.

When the schools are criticized other than constructively, let us not label the critic, but rather let us recognize the true source of the criticism, remembering always that most of our critics are well-meaning citizens and that a certain amount of criticism actually is based on misinformation and misunderstanding. Surely it will do our schools no good to react to criticism by hanging one of the popular labels on the critic, and such action may obscure the real source of the problem.

True Americanism, after all, has its basis in individual freedom. Its antithesis is totalitarianism. America is founded on the principles of liberty with responsibility, and justice for all. Totalitarianism tolerates no diversity; it recognizes no rights; it guarantees no justice; it relies on enforced conformity. It is the objective of dictatorship, and not of American education, to produce generations of youth guaranteed to think alike. Free education, American education, derives its strength from freedom of thought and inquiry; our free America derives its strength from the diversity of our people. To recognize the new un-Americanism, we do not need labels; all we need is a clear understanding of these basic differences between our way of life and totalitarianism.

Next to recognizing the characteristics of the new un-Americanism, we should be prepared to enlighten those who are honestly misguided. Remember, this deliberate program of spreading fear about what our schools are doing has been designed to raise doubts in many minds, and as a result there are today more than a few citizens who would benefit by a bit of solid reassurance. Why not give it to them? Why not prepare a brief review of what the schools have been doing all along, quietly, routinely, to foster appreciation and true understanding of America? Many of the things are so obvious that it may seem unnecessary to list them, but

let's list some of them anyway: the salute to the flag; the patriotic songs and music; the drawings of George Washington's cherry tree and Abe Lincoln's log cabin; the Gettysburg address; the observances of national holidays; the courses in history and civics and American government—even the little exercises in written expression of American principles and patriotism. The list can go on and on.

In the past several years, as many of you know, I have visited hundreds of Montana schools, large and small, city and rural, and I have seen an impressive number of the everyday activities that come under the heading of teaching Americanism, although no one had intended such a specific classification. One typical example which I recall dates back two or three years. It happened to be in Livingston, and it happened to be a fifth grade classroom. When I walked in, unannounced, I noticed a display of well-written statements on American citizenship. These were done as an assignment in English. I mentioned them to Superintendent Haines, and later he sent them to me.

Just for a moment, I'd like you to hear some of these fifth grade statements—not because they are unusual, but because they are so typical:

This one is called, "What Does My American Citizenship Mean To Me?" by Kamla. She says:

"It means to me to be loyal, to help others, to be thrifty, to do our best, to love God, to help build a better nation and to do our share."

This one, by Diane, says:

"I am glad I am an American because I am free. I can go to the church I want. I can be what I want when I grow up. I am glad that when I grow up I can vote on the things I think are best for my country. I can go to a free school. I can say anything I want about my government. My family and I are not forced into doing anything we do not want to do."

This one, by Mike, says:

"I am glad that I do not live in a foreign country for I would have to belong to a military group instead of Boy Scouts. Every boy in America has the chance to become President; maybe someday I may be that boy."

And Kerry said:

"Americans have responsibilities to do what is right—responsibilities to help his neighbor and his neighbor should help him."

And one last statement, by Ellen:

"As I see the flag in school or anywhere, it gives me all the heart to say the pledge with everything I got. I love my free country and I am going to help keep it free. This is what my American citizenship means to me."

It seems to me that this sort of thing should help to reassure some of the honestly apprehensive, especially in view of the fact that it hadn't occurred to the school administration to publicize this activity because it is such a common place part of the school program. After all, we don't send up rockets or put ads in the newspaper whenever we teach arithmetic; somehow we just expect people to know that's what we're doing, since that's one of the things that schools are for. But today, to combat the new un-Americanism, a review of all the commonly-accepted aspects of Americanism in the regular school program might be a very useful thing.

THE NEW UN-AMERICANISM—(Continued)

Next, don't overlook the support of the people who know what you're up against. If possible, before it becomes a problem in your community, enlist the help of citizens and groups whose substance and integrity are unquestioned. The very existence of a substantial group of informed citizens whose purpose it is to protect the schools from unwise pressures can serve to deter those who otherwise might conclude it would be easy to pressure the local administration.

Above all, we must keep an open mind about constructive criticism. One of the greatest pitfalls resulting from the situation existing today is the tendency to react by condemning all criticism as stemming from the sources of the new un-Americanism. This is a natural reaction, and it is a trap we must studiously avoid. After all, we know the schools are not perfect. We know there is room for improvement. We must remain open to constructive suggestions and be willing to make changes that are soundly reasoned and objectively necessary, whether these changes involve improvement in the teaching of American history and government, or English, or mathematics, or the elementary reading program.

Certainly now, as always, is a good time to place renewed emphasis on American ideals—our American heritage—our American way of life, as long as the motives behind the action are good, and there is no underlying attempt to use the schools to promote a doctrinaire viewpoint.

The important point, I think, is that any renewed emphasis on Americanism be recognized as just exactly that—**renewed**—and not be turned into an apparent victory for those who profit by promoting the notion that the schools are devoid of Americanism because pupils do not carry around a book with a red, white and blue cover bearing the title, "My Americanism Course." Such superficial devices are scarcely necessary for renewing the emphasis on those basic aspects of Americanism which all along have been an intrinsic part of the school program.

These have been some suggestions for meeting the problems created for the schools by the new un-Americanism. It is tragic that we should have to devote so much precious time and energy to this task, when the needs of our schools are as great as they are today. Still, this is one battle we cannot lose, for only as long as the schools remain free can our American way of life continue. Protection of the kind of education that we as Americans cherish is every citizen's responsibility, but to us as educators fall the special tasks of fighting and winning the skirmishes to keep the schools from becoming institutions of indoctrination, rather than of education, and of helping people regain and retain confidence in the schools.

It will do us no good to put the first man on the moon if we fail in preserving the tradition of American education for the American way of life.

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